

RECREATION

— March 1937 —

An "April Fish" Party

"Merrily We Roll Along!"

By Marion Shelmerdine

Gay Tours to Far-away Lands

By Hannah Severns

Types of Municipal Recreation Areas

Leisure Time in an Industrial Community

By Arthur E. Morgan

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What Is the American Way of Life?

PERHAPS AMERICANS do have more automobiles, more bathtubs, more radios, more pianos, more barns, more and bigger factories than other people on the world's surface. Perhaps we do have more gold.

That, however, is not our American dream.

What is desired above all else is not something external—something to be worn, something to be eaten, some tool. What is really sought is inner power, inner capacity, the building of persons "who can do things," who can "go places," the building of immortal souls, the building of life that has enough to it to be worthy of being eternal.

All that is external, all that is material has value as a symbol of inner life. There is no meaning in the clock that does not run, in the dynamo that is dead.

A certain minimum of wood and steel and wool and cotton and rice and wheat and corn is essential, but after that minimum all is vanity except as there breathes through an immortal spirit.

Even the little child soon tires of merely piling block on block or filling his little room with trinkets. He wants activity that has meaning, that leads somewhere. Even in the nursery there is desire to dream dreams that endure, to adventure. Even in the nursery there are beginnings of romance in joining one's spirit with that of father, mother, brother, sister, other playmates,—striving, competition, finding oneself, finding the world, what it is, what it may be, what other people are, what other people may be when one makes them laugh, when one lifts them out of themselves.

Early we discover that beauty does not perish, that the memory of beauty remains with us; that sports with others satisfy something deep, give us something to dream over later; that comradeship in activity builds warm feelings within, kindles fires that go on burning inside; that seem to make wheels go round inside us, give a reason for going on; transform the bare, the barren, the cold into the rich, the warm, the colorful.

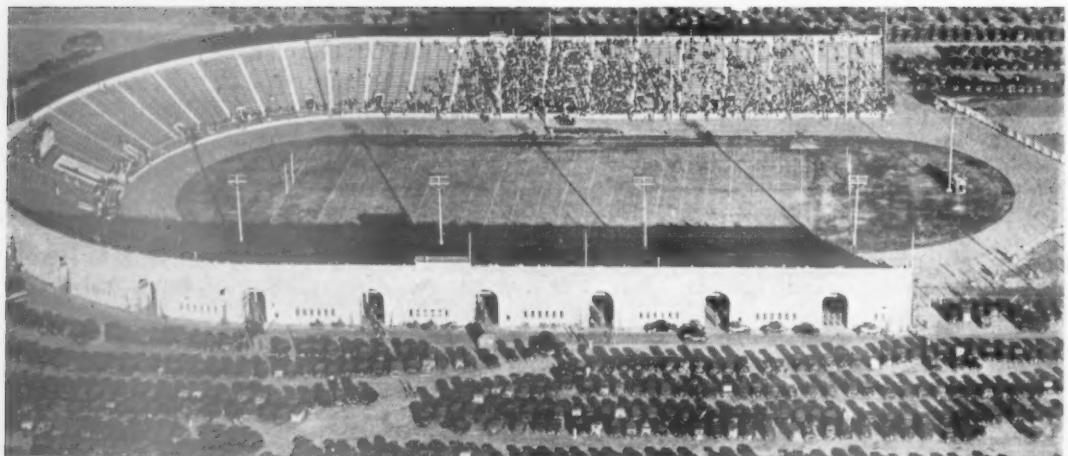
No one has seen deep into the American heart who thinks that the American way of life deals first, foremost and primarily in material things. It was not so at Plymouth Rock. It was never so on the bare hills of New England. It was not so with the pioneers and their covered wagons moving westward.

The American way of life on the surface may sometimes have seemed to wander up and down and around, but underneath it has always on the long haul moved toward beauty, music, sport, richness in living. Church spires, school bells, art galleries, parks, playgrounds, swimming holes, libraries, choruses, symphonies; art and living—the art of living—have always been a very real part of the dream—in times of famine, in times of flood, in times of war and pestilence—even in times of prosperity and abundance.

Nothing that has come out of America is more characteristic of her, expresses more truly her inner spirit, than her national recreation movement, her movement for abundant living for all. The present movement for security is not merely for bodily security, but for security for living, security for building life that has enough to it to be in itself valuable.

HOWARD BRAUCHER.

March



An air view of Sacramento's stadium which seats 25,000 people, where athletic, civic and patriotic events are held. The photograph in the center

shows the Annual Easter Egg Hunt at Southside Park sponsored by the city. At the bottom is a scene showing the swimming pool at McClatchy Park.

Leisure Time



Courtesy Reading, Pa., Recreation Department

Knitter by day, volley ball player by night

EVERY HUMAN achievement represents the union of two elements—material resources and idea. The builder of a house must have material resources, wood, iron, cement, and the labor of men. But also he must have idea or design. His design may be as simple and as standardized as that of an Indian wigwam, or it may be as elaborate as that of a royal palace, yet only as the materials take the form imposed by idea or design does a structure come into being.

Persons of differing temperaments and outlooks often over-emphasize one of these factors at the expense of the other. For more than a generation it has been customary for many social workers and for some economists to hold that if we will but provide abundant economic resources cultural richness and refinement will appear as surely as plants grow in good soil with sun and rain. This attitude is an extreme reaction from the old moralist view that a man's char-

This address by Dr. Morgan was given at Chicago's second annual Recreation Conference held December 3, 1936, under the auspices of the Chicago Recreation Commission.

in an

Industrial Community

By ARTHUR E. MORGAN

Chairman
Tennessee Valley Authority

acter and quality of life are individual to him, and are independent of his economic circumstance. We cannot over-emphasize the interdependence of material resources and idea in the make-up of human achievement. To leave out of account either factor is to miss the point.

This is as true of recreation as of every other human activity. Recreation rests on a physical foundation. For people to play wholeheartedly they need to be relieved from extreme economic pressure. Recreation grows out of leisure, and leisure requires reasonably adequate and secure adjustment to one's environment. A peasant living securely in a two-room house and with meager and simple food may yet have good social adjustment, with leisure for recreation. An unemployed man whose family is starving is not a person of leisure.

Many people unconsciously assume that the only condition lacking to full recreational expression is the leisure which can come with economic competence. Given this, it is often assumed, intelligent recreation will follow as a matter of course. Except as this misconception is removed, and recreation is seen as having also the element of design, there can be no adequate recreational policy.

Recreation a Phase of Human Culture

Recreation is a phase of human culture. Capacity for recreation and the impulse to play are inborn in every normal person, just as capacity for speech is inborn; but just as capacity for speech and the impulse to talk can find effective expression only through the use of words, which are not inborn but are a part of our slowly developed cultured inheritance, so inborn capacity for recreation can find no more than rudimentary expression except as the arts and skills of recreation are acquired. These are not inborn, but are the result of slow cultural development through the ages, passed on from generation to generation.

As a boy I took part in the various recreational activities of a frontier community in Minnesota where a large part of the people were recent immigrants from Europe. There was a considerable range of outdoor sports — horse racing, hunting, fishing, swimming, skating, coasting and skiing. Indoors there were card playing, dancing, bowling, billiards, boxing and various other activities. Of all of these forms of recreation I have two fairly distinct impressions. Nearly all were rudimentary, lacking in great skill, refinement or other special excellence. Only in skating did I see sport of high quality. The other impression is that in all the recreation of the frontier there was seldom a hint of originality or creativeness. As I think over the various forms of sport which I knew, the only form I can recall which might be indigenous was "log rolling" by men who drove logs on the Mississippi River from the north woods to the big city saw mills. Two men would stand on a floating log and make it spin or rotate in the water, the contest being as to which could keep his balance until the other had fallen off.

Almost every form of play I knew had come from over seas, and had its origin in the long ago. This is but another way of saying that the content of human culture is of very slow growth. Only at long intervals does sheer creation take place; only on rare occasions do persons appear who give new quality of dignity and beauty to old forms. With few exceptions our resources of recreational forms and the quality of their expression are limited to what we have received in our cultural inheritance. The three

centuries of American settlement have added very little that is new in what we play. If so much depends on our cultural inheritance and so little upon invention or creation at any one period, then for the democratic extension of recreation we must count on transmitting to the whole people by effective and orderly means the best in form and quality which the cultural inheritance of our own and other countries can supply.

The common life of Europe has been characterized by many folk ways of fine quality. Yet under fairly universal conditions of exploitation and oppression the lot of the masses was drab and sordid and lacking in cultural refinements. To a very large degree the refinements of European culture have long existed as a thin film over the unleavened mass of the population. A casual visitor may find keen interest in the indigenous folk games of a peasant community. Yet longer acquaintance may find them to be highly standardized, unimaginative, and intolerant of innovation. Only with the fading of general oppression and with the gradual emergence of democracy and of respect for personality do the cultural achievements of the aristocratic veneer, along with the finest folk ways and the native sense of self-respect, dignity and creativeness, begin to permeate the mass. Peoples which have longest possessed elements of democracy and have been freest from oppression have to the greatest degree achieved color and quality and variety in their social expressions.

One of the weaknesses of emerging democracy is a tendency to despise those elements of culture which are indigenous, and to assume that every quality of the ruling classes is good and should be imitated. In rural Newfoundland I saw fine old hand-made furniture being cast aside to make place for varnished golden oak from Chicago mail order houses. In the lake district of Austria colorful and picturesque peasant costumes had been cast aside for party dresses from Paris and Vienna, until aristocratic summer visitors, by adopting the peasant costumes themselves, gave them renewed status. In the extremely diverse immigrations to America there have been introduced a great variety of cultural forms, including those concerned with recreation.

"The past few years have seen thousands of brave men and women taking up all sorts of new leisure interests and discovering in them satisfactions which are not dependent upon job or employer, prosperity or financial crisis. Finding in their leisure activities a means of living creatively and contentedly, apart from a paid job, these hardy men and women are helping to build up a new and valuable tradition —the use of leisure for the maintenance of personal integrity."—Bess V. Cunningham in Family Behavior.

Among them have been many elements of real merit which might well be preserved and added to our own. Yet there has been a tendency on the part of immigrants, and especially on the part of their children, to look at those old folk ways as lacking in worth and to cast them aside for typically American ways. Thus one of the fundamental processes of civilization—the passing on of the cultural tradition—has been greatly interfered with. The work of Jane Addams, great in so many ways, was admirable in that she tried to develop respect and esteem for the cultural forms which survived in the neighborhood of Hull House.

Human Culture a Slow Growth

My remarks so far may seem to be disconnected and some times conflicting. Yet they all illustrate or bear upon two points. The first is that human culture, of which recreation is one phase, never is quickly created or improvised. It is a product of very slow growth. A culture which is rich in variety and in quality possesses that character because there has been accumulated and conserved the essence of a long and fortunate inheritance.

My second point is that this perpetuation, refinement and extension of inheritance cannot wisely be left to chance. Wherever some great crescendo of achievement has occurred we will nearly always find preceding it a long process of more or less orderly selection and education. There has been seemingly spontaneous inventiveness in America, yet if the orderly and cumulative contributions of our technical schools should be removed, the technology on which American civilization rests would almost completely break down.

The whole institution of organized education is testimony to the fact that human culture reaches its finest and fullest development only by deliber-

ately organized social effort. That effort includes search for existing cultural values wherever they may appear, the appraisal of all cultural resources and selection of those of greatest worth, orderly research in the creation of new forms and values, the constant search for creative genius, the assembly of materials in orderly and consistent form for transmission to the next generation, and the selection and setting aside in a favorable environment of the most accomplished and inspiring persons to be teachers. There was a time when this



Courtesy Intercollegiate Outing Club Association

Photo by Laura Allen

No longer do adventures into the open with no economic incentive brand one as "queer"!

educational process was thought of as applicable to only a few fields, such as the ministry, law and medicine. Gradually other fields of activity have been recognized as needing this organized educational process, until today a great variety of activities are served by organized education.

The essence of my proposal to you is this: recreation is subject to the same laws of development as any other phase of human culture. It represents the slow, gradually accumulations of creative elements, the contributions of occasional genius, slowly perfected and enlarged by general

experience and by the influence of discriminating personalities. Recreation cannot reach its full development by accidental and casual transfers of the cultural tradition. For its best development it requires all the resources of organized education, combined with well selected first hand experience. It requires the assembling of existing data, appraisal of relative values, research for new possibilities, and teaching by the best informed, most creative, most skillful and most inspiring persons.

Play Must Be Spontaneous

For the average man in the past recreation has had the character of brief respites from hard and bitter living. Where the Puritan tradition has prevailed, play has been looked at askance, as being on the verge of impropriety. Too often it has been dull and uninspired, affording little exercise to training intelligence or to aesthetic discrimination. Three centuries of life on this continent has given general currency to only a few rudimentary elements of an indigenous recreational culture. In the face of these facts I am not put to shame by those who say that of all our many activities, play at least should be spontaneous expression of the spirit, and not a technique to be learned in the schools.

I am inclined to reply that even originality and spontaneity are in large part the result of example and imitation. The great historic outbursts of human culture have not, I believe, been due to sudden changes in the germ plasm, but rather to exceptional combinations of opportunity, example and stimulus, the very conditions which it is the business of education to provide. With some notable apparent exceptions great scientific discoveries have not come to the isolated worker, but originate in an atmosphere of science. The same is true of music, sculpture and literature, and the same will be true of recreation.

In view of the dead lines of much educational effort there is danger, it is true, in putting any live interest into the hands of formal education for fear it may be killed. In a well-known English school for boys the first head master provided a hobby period in which each boy could cultivate some hobby, such as pets or photography. Headmaster changed, and the hobbies became in-

*"There is no way of life that is ultimately as satisfying or as promising for the group as the way of democracy itself. I take it with all its weaknesses. With all the moulding that democracy still has to do, I still say that democracy is the one way of life men have discovered that makes it possible for them to go forward as a group in mutual understanding and in mutual good will." — Dr. Frank Kingdon in *The Jewish Center*.*

exorable duties, with grades for good or poor achievement. Under the new headmaster the new prospectus stated that no boy could graduate without having "satisfactorily completed three hobbies." When I advocate recreational education it is not without some misgiving. Only the spirit of recreation can save us from that deadline.

In recreation, as in other fields, education can liberate us from a narrow and restrictive orthodoxy. As a boy I had a passionate love of nature. Evening half-lights on the river, a crescent fringe of blue gentians and white grass of Parnassas about the margin of an open marsh, or the silent aisles of the tamarack swamp. These gave me sheer joy of living. I was intensely curious to decipher the geological peculiarities of our region and to penetrate the secrets of life histories of plants and animals. With companions, when they could be found, and otherwise by myself, I enjoyed turbulent trips on the upper Mississippi, astride logs on their way from the northern woods to the big city saw mills. There were the sudden rushes through the rapids, and leisurely loafing through the still pools, and then the long tramp up river and home in the dark.

These were fair substitutes for adventure, but they did not fit the narrow recreational orthodoxy of the time. It was proper to go into the woods to hunt or fish or trap, or even to gather wild grapes or butternuts, but to go for the sheer joy of the woods and the streams and of walking, without a semblance of economic incentive—that was fairly definite evidence of feeble-mindedness, or at least of queerness.

It is easy to say that the narrow recreational orthodoxy of that time and place represented the potential recreational interests of the people, but I do not believe that is true. At Knoxville, Tennessee, for a considerable period there has existed an organization known as "The Smoky Mountain Hiking Club." Its members are not peculiar fanatics, but normal men and women who have discovered that they can openly enjoy together those very interests which as a boy I was at great pains to conceal in order not to be classed as peculiar. The Smoky Mountain Hiking Club has grown so large that on its trips it breaks up into

numerous sections so that a considerable number of diverse interests can find expression.

I use the particular case of enjoyment of the out of doors only to illustrate a principle. It is not enough that recreational activities should originate from time to time. We need definitely planned educational provisions for recognizing such developments, preserving them, developing them, giving them open recognition, and for making them generally current. The new industrial revolution now under way is eliminating the need for lives of drudgery. Leisure will be upon us in great abundance as soon as we can adjust our social and economic thinking and feeling to the possibilities of present day production. But recreational versatility and skill is a cultural growth. Unless we provide for it leisure may lead chiefly to dull competition in conspicuous waste and to ostentation of vulgarity.

Education for Leisure

Education for recreation should become a recognized part of our educational program as surely as education for production. That program should cover every stage of living from the kindergarten to the leisure of old age. Recreational education should not endeavor to set up a complete curriculum of its own, but should develop skill in drafting the services of every department of organized education. It should make men aware of the tremendously varied resources for avocational activities and for play which are available in the sum total of human culture. It should develop recognition of the respectability and reasonableness of varied interest, so they can compete with the standardized forms, such as bridge and motoring and dancing and golf and football games. It should help to give variety and color and individuality to our recreational impulses. I speak not primarily for the liberation of a selected and favored group such as you whom I am addressing, but for recreational liberation of the great body of Americans who are without special opportunity or favored cultural background. It is by such gradual liberation, penetrating the entire mass of the population, rather than by the passing of the laws alone, that democracy will become a reality. The first great education institution which clearly recognizes this need and deliberately undertakes to supply it in a full and orderly manner will have established a new landmark in education and in human culture.

Using Leisure Creatively

Now let me illustrate in a rambling way some of the uses which may be made of leisure in an industrial democracy where recreational ignorance has been banished, and a broad educational culture achieved. Many productive processes will become sources of pleasure. In the little town of Norris, Tennessee, there has been maintained for two years a community craft shop, a part of the town educational system. It has the part time services of a man highly competent in furniture design, and also has a managing mechanic familiar with metal work. In many homes in that town are well designed and well built pieces of furniture made in that shop by men and women in leisure time. In some cases such work has supplied a considerable part of the home furniture of such quality as to be fit for family heirlooms. Textiles, ceramics and metal work of quality and individuality are appearing in those homes, products of leisure hours.

Mass production can be assigned the work of making goods of utility, but intelligent and educated men will not willingly give up opportunity to express their creative personalities in some of the intimate associations of their lives. I am told that about one person in four in the general population has innate capacity for fine craftsmanship in wood or metals or their plastic substitutes. The entire range of craftsmanship is open to the spirit of recreation.

Some of you in exploring the short wave length bands of your radios have come across the region assigned to amateur broadcasters. Apparently hundreds and perhaps thousands of young men in all parts of the country have found this a means of self-expression, which up to the present is rather pitifully narrow. In many cases these amateur radio sets belong to normal, well developed boys or young men. Too often, however, a description of the boy's activities by his mother would run somewhat as follows: "John is a very quiet boy. He has but one or two boy friends. He does not go to parties or have girl friends. Most evenings after his work is done he spends in his room with his amateur set." Listen to these amateur radio conversations and we hear little but an inane monotonous formula of sending and receiving, with an occasional remark about the weather. Here is an opportunity, under inspired educational guidance, for opening up the lives of many young people.

I believe that in every large school and in many communities there might well be taken an annual census of recreational interests, the results, after being classified, to be made available to the student body or community members. Any person could then discover what others shared his particular interests, and much greater diversity and spontaneity might result with the development of many new companionships. Having experimented with this device I am of the opinion that it can be used successfully, but only in case someone will see its success as a major achievement and will work with it persistently and enthusiastically for a period of years until it takes root and becomes part of the life of the institution or community.

The members of your organization and the recreational authorities of the country in general have not been idle. I scarcely need to mention such developments as the Little Theater, community singing, women's garden clubs, the steady increase in playgrounds for city children, summer camps, studies in children's toys, children's music, research, disciplinary and educational work in moving pictures and radio, and many other activities. Neither need I mention the enormous development of student recreation in school and college, and its steadily widening range. The newspaper sport pages keep us aware of that world.

Recreational education should not—it could not—forget these mass activities. I hope, however, that it may come to perform a much more difficult function, that of keeping open the road for individuality and creative effort and of liberating, developing and refining recreational potentialities which have an intellectual or aesthetic quality. Try as we may to preserve independence and individu-

ality in our lives, it appears that many of our major economic processes are to become socialized, so that we shall be parts of great economic organizations. The present tendency is strongly in that direction, regardless of whether we call those organizations private business, as with the telephone industry, or public business, as with the post office industry.

With this socializing and regimenting of our economic life, how are we to preserve individuality? I believe we can do it in recreation, giving to that word its widest meaning. The average man can be encouraged through imaginative and creative suggestions and guidance to find individual expression in the sciences and the arts. The out of doors will have other uses than to pass through swiftly by automobile. It will be allowable to wear clothing which does not conform to the season's commercial vogue, but which, disciplined by good taste, best suits one's personality. I hope it may be possible to live in houses daringly conceived, but well designed, in suitable settings, which may differ widely from conventions. I should like to see some adventurous persons use modern construction materials to build homes in the air and sun, inspired by the form of a tree and its spreading branches, rather than by present day houses which are adaptations of the shelters of our early ancestors, the cave dwellers. A spirit of recreational adventure will explore many fields.

There is no doubt in my mind of the existence of millions of Americans who now play bridge a few nights a month, go to movies as often, attend standard football games, or baseball games, read the sport pages, and listen to the monotonous

(Continued on page 610)



Courtesy WPA, Boston, Massachusetts

"Merrily We Roll Along!"

*Hi Ho! my friend, for this week-end
We plan a camping trip.
Now bring your bike at half past one
On Saturday. We'll have great fun.
We'll romp and swim and ride our wheels;
We'll even cook our meals.
Please sign up now, if you decide
To join us on our camping ride.
P. S. About our baggage, we'll not fuss—
A truck will take our things for us.*

SO RAN THE announcement of the annual overnight camping trip taken by a group of girls who love the feeling of the wind a-whistlin' in their ears and the lure of the "Romany Road," woodlands and adventure.

This band—over forty strong—began very simply. Two young women with newly-purchased bicycles planned an outing in the country outside of Reading, Pennsylvania. They had such a pleasant jaunt that crisp March day in 1935 that they determined to form a small club among the few grown-ups who were known to own bicycles. A meeting was held and five girls were present. They decided to ride together every two weeks. The first ride was postponed by bad weather three times, but finally the weather cleared and the first trip, a "cook-out," was taken. While only five participated, two of them were brand new members who increased the total to seven instead of five and encouraged the founders immensely.

They Go Vagabonding

Now there are forty-three active vagabonds in the Senior Bicycle Club, as the group is called, and it is sponsored by the Reading Recreation Department. All of the members are over sixteen and all but one are industrial girls. Twenty-two went on the overnight trip announced in the jingle at the top of the page—the most to ride at any one time. At the camp, the girls swam, played the annual volley ball game, hiked, explored new roads by bicycle and gave an evening fire program. It was a happy group of bicycle campers which rolled over the hills into Reading on Sunday afternoon.

The overnight trip is the big event of the club year, yet every two or three weeks finds the group on the road bound for some interesting place, with something unusual planned to do en route. On

By MARION SHELMERDINE

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Reading, Pennsylvania*

one scavenger hunt the girls had a hilarious time pedalling about town searching for, among other things, a doormat, a 1932 calendar, a corn cob pipe, pine needles, a caterpillar, the signature of the acting head of the Recreation Department and a horse hair. The driver of a milk wagon agreed to let the girls pull out a bit of his horse's hair, but he eyed them askance, none the less, as they fed the horse sugar and extracted a few hairs from "Dobbin's" mane. On another such hunt—this time at camp—the girls sought nature objects with the aid of their flashlights.

Events of All Kinds

There are "splash" rides (bring your bathing suit), breakfast, picnic lunch and supper rides and once "A-nutting we will go" ride (bring a bag). There was a treasure hunt, a "co-ed ride" with a similar group sponsored by the Y.M.C.A. Any friends of the girls were also welcome. The girls gave a tea at one of the field houses, played games and thoroughly enjoyed themselves. They also planned a Christmas party to which each was to bring a ten-cent gift for Santa Claus to distribute.

Another major event, second only in popularity, perhaps, to the overnight trip to Indiandale, was the rodeo which the club held at the High School. The following events were scheduled:

Ride and Coast Race
Ride-Push-Ride Race
Slow Race
Zigzag Race
Potato Race
Relay Race
Bicycle Polo

While the rides tend to average ten to fifteen miles in length, the "pal ride" was a shorter one. On this ride each of the Senior Club members acted as a buddy for one of the Junior Club members.

The Junior Club

The Junior Club was formed after the Senior Club had aroused much interest in bicycling. The Juniors range from eight to fifteen years of age. The purpose of their club is: "To provide the young girls of Reading and vicinity with a schedule of various rides and activities, enabling them to ride in a group to a number of interesting places both in and outside the city limits; to provide capable leadership for every ride and to unite all young girls interested in bicycling as a hobby." They plan: "To enjoy themselves thoroughly; to have rides as much as possible off the main highways; to return home in ample time and not to schedule rides so long they are fatiguing."

The program committee plans the schedules. This committee is composed of some of these youngsters who map their trips under adult supervision. The junior group is particularly interested in breakfast rides, picnic trips and most especially in the overnight trip to camp. They have had an overnight trip which was quite an undertaking since many of the children had not been away from home before, but each child was given in advance a task to perform while at camp so that routine matters of living were carried out quickly and without confusion. Three senior club girls helped the juniors on this trip. Once they held a nature scavenger hunt in the park and even these

Some of the members of the Girls' Bicycle Club of Reading as they get off to a "flying start!"

mites had a "co-ed ride" and were invited "To bring your brother or some other boy who rides." They have had picnic and "cook-out" rides as well as "splash" parties.

The newspapers have been generous with stories about these ambitious cyclists, following their activities closely and publishing announcements of scheduled rides. All in all, if we have given the girls and young women of Reading nothing more than companionship in a sport which they have made their hobby, we feel well paid for time and effort expended.

With the return of the bicycle to popularity we may expect to see a revival of bicycle days, or bicycle "carnivals," as they are sometimes called, when races and events on wheels of various kinds are featured for both boys and girls. Programs for such gala days include 75 and 100 yard dashes, races around the block, slow races, riding and coasting, and coasting for distance. Then, too, there are such novelty events for the more daring as steering with the feet, riding under the crossbar, pedaling first on one side, then on the other, riding on one wheel, riding a three or four-inch plank, sitting on the handle bars, lifting the wheel, while sitting on it, over a four-inch plank, and riding between barrels.



One Woman

TWENTY-FIVE years ago this March a woman returned from England and started a small group of Girl Guides, patterned after the English organization. On the surface that might seem an event of no particular moment. But because the woman was Juliette Gordon Low, enthusiastic, determined and irresistible, that small group of eleven girls grew into a national organization — the Girl Scouts, some 31,000 times as large as the original group of girls which met in a barn in Savannah.

Early Developments

She was an amazing woman, was Juliette Gordon Low. Never taking "no" for an answer, sweeping all obstacles before her, rushing from city to city, she told the need of the American girl on every hand. By 1916 a national headquarters was established. In 1919 the World Association of Girl Guides and Girl Scouts was formed, laying a corner stone for international friendship and sisterhood. In 1920 the Girl Scouts took stock and revised the entire program to meet modern needs. The old war-time khaki uniform was changed to a grey-green, the official magazine changed its name to *The American Girl*, the handbook was re-written and a new emphasis placed on the educational side of Girl Scouting. The organization began a new period of growth.

The year 1926 was an important one, for during it the Brownie program for girls seven to ten was officially recognized in the handbook of the Girl Scouts and two national camps were established on the site of Horace Greeley's farm at Briarcliff Manor, New York. To these camps came delegates from thirty-two countries to attend the first World Camp. The World Camp was the last great dream for her girls that Juliette Low saw realized, for in 1927 the founder, friend and guide of the Girl Scouts died.

During 1937 nearly 400,000 Girl Scouts and their leaders throughout the United States will celebrate the twenty-fifth anniversary of the organization and will commemorate it in various ways. The actual birthday will occur on March 12th. The date of October 31st will also be given special prominence as the birthday of Mrs. Juliette Low, the founder. Recreation workers will want to have a part in this significant Silver Anniversary.



Her Legacy

But others carried on her work. In 1934 the Mariner program for older girls was established for girls who like to sail. Even more important, however, was the second thorough inventory of the Girl Scout program.

A committee was set up to study every angle of the program to determine if and how it could be made more adequate and effective. Recommendations are already being acted upon. This year, 1937, will mark the second World Encampment of Girl Scouts at the national camps. Together the leaders and girls will celebrate the twenty-fifth anniversary and lay the foundations for the coming years.

Today there are 350 permanent Girl Scout camps, over 400 Little Houses, some 800 local councils, a large national headquarters with a staff of traveling advisors, a magazine, and equipment service and nearly 400,000 members.

Mere Statistics Are Inadequate

But there is infinitely more to the story of the development of Girl Scouting than a mere list of names, dates, major events and figures.

There is the spirit of Juliette Gordon Low, indomitable and courageous, surmounting the handicaps of continual ill health, extreme deafness and advancing years — to carry forward an idea — a spirit which serves as a beacon to the girls of the world who follow in her steps through Scouting.

There is, too, the aim of the whole movement — to help each girl to discover and develop the rich possibilities which lie within her and in the world around her. She may embark on this voyage of discovery through the Mariner program, or enter it through the regular Girl Scout program some of whose main roads explore the home, the out-of-doors and community service, or as a wee Brownie, she may lay the foundations of rare womanhood in the magic and charm and interests of the small child's world.

There is also the service which Girl Scouts give in their communities. These girls do not wait until adulthood to discover and utilize ways of being good citizens and participating in a democratic community life. Their skills and interests and desire for service are used in a number of ways. There are troops which regularly work with district nurses and community relief agencies; troops which serve meals to underweight children in their schools; troops which cooperate with municipal recreation departments in carrying a recreation program to shut-ins. Girl Scouts have planted thousands of trees, run thrift shops, repaired clothing for the unemployed. In times of disaster such as floods, Girl Scouts are among the first to volunteer to assist the Red Cross and other agencies, caring for children, delivering supplies and helping in every way possible.

The Girls Themselves

There are, lastly, the girls themselves, vibrant and alive, moving toward adulthood fortified with a rich store of interests and skills, encouraged by

THE GIRL SCOUT LAWS

- A Girl Scout's honor is to be trusted.
- A Girl Scout is loyal.
- A Girl Scout's duty is to be useful and to help others.
- A Girl Scout is a friend to all and a sister to every other Girl Scout.
- A Girl Scout is courteous.
- A Girl Scout is a friend to animals.
- A Girl Scout always obeys orders.
- A Girl Scout is cheerful.
- A Girl Scout is thrifty.
- A Girl Scout is clean in thought, word and deed.

understanding companions and leaders and guided by the shining gure of Juliette Gordon Low.

The Girl Scout Promise

On my honor, I will try;
To do my duty to God and my country,
To help other people at all times,
To obey the Girl Scout laws.

The Girl Scout Motto

"Be Prepared"

The Girl Scout Emblem

The Girl Scout emblem is a trefoil bearing the American Eagle and the initials G S. The three leaves of the trefoil symbolize the three parts of the Girl Scout Promise.

The Girl Scout Sign

The idea of the Girl Scout sign has come down from the days of chivalry when armed knights greeted friendly knights whom they met by raising the right hand, palm open, as a sign of friendship. The Girl Scout sign is made with the palm forward, the first three fingers extended, and the little finger held down by the thumb. The hand is usually held shoulder high. The sign is used as a greeting among Girl Scouts.



Courtesy Girl Scouts



An "April Fish" Party

"A little nonsense now and then
Is relished by the wisest men."

WHILE AN "April Fish" party is particularly appropriate for April first, it may be held at any time during the month.

The Invitation. The following is suggested for the invitation:

Simple Simon went a-fishin'
For to catch a whale,
But all the water he could find
Was in his mother's pail.
We're going fishin' Friday night
For to catch a sucker,
At eight bells come to Paul's house
In your best bib and tucker.

Trading Fish. Cut out some small paper fish and give each guest ten. Whenever, during the evening, one guest succeeds in fooling a fellow guest, the player fooled must give him a fish. Similarly, whenever one player says or does something funny which makes other players laugh, those who laugh must pay a penalty by giving up a fish. The player with the most fish at the end of the evening, and the one with the least fish, receive comic prizes.

Parts of a Fish. Give each guest a sheet of paper containing the following scrambled letters which, correctly arranged, spell various parts of a fish:

- | | | | |
|---------------|-----------|-------------|---------|
| (1) Ahde. | Head. | (6) Lasecs. | Scales. |
| (2) Lait. | Tail. | (7) Ehret. | Teeth. |
| (3) Ifsn. | Fins. | (8) Syee. | Eyes. |
| (4) Kocnabeb. | Backbone. | (9) Lgisl. | Gills. |
| (5) Isbr. | Ribs. | (10) Umtoh. | Mouth. |

A booby prize of a toy fish may be given the player who is last to finish, or a real prize to the one finishing first. Or it may be desirable to have all the others give their fish to the winner.

To a small piece of cane fishing pole attach a line about three feet long to the end of which a small magnet has been tied. Cut a number of fish out of cardboard and number each. (There should be as many numbers as there are guests.) Stick a pin through each fish and place all the fish in a dish. Each player

The idea of an "April Fish" party comes to us from the French, who, instead of saying "April Fool" use the expression "Poisson d'Avril," meaning "April Fish." The party suggestions offered here are taken from a bulletin issued by the Social Council of the Onized Club, Owen-Illinois Plate Glass Company.

proceeds to catch a fish. When all have their numbers the leader calls on them one by one and asks each to do a stunt. The following stunts are suggested:

- (1) Show how you acted when you made your first speech.
- (2) Tell what you know about golf.
- (3) Show how you proposed (or how you are going to propose.)
- (4) Draw a picture of yourself.
- (5) Say the threes in the multiplication table backwards. (This may be done by turning your back to the audience.)
- (6) Register supreme joy.
- (7) Act as if you were a new stenographer.
- (8) Act as if you were a successful business man.
- (9) Imagine you are a ventriloquist and give a performance.
- (10) Imitate a book agent.
- (11) Show how you take your morning exercise.
- (12) Act as if you were an Egyptian dancer.
- (13) Choose a partner and imagine you are playing tennis.
- (14) Give a swimming lesson.
- (15) Recite "Mary Had a Little Lamb" as a ten-year-old girl would.
- (16) Tell why or why not you like blondes better than brunettes.

Kinds of Fish. Give each player a piece of paper and pencil and allow them five minutes in which to write the names of as many fish as they can think of. Give a prize to the one who has the longest list. There are about 800 varieties of fish. It is easy to list forty or fifty of them in ten minutes.

You will find many chances for humor in this game. One player, for example, listed Kingfish, Queenfish, Princefish, bluefish, redfish, blackfish, brown-

fish and so on. Another player presented a list containing Papa fish, Mamma fish, Baby fish, fried fish, boiled fish and baked fish. These lists caused much merriment.

An April Fool Relay. Divide the guests into two or more groups and have them stand in line facing a goal twenty or twenty-five feet away. Suggest that the players run to the goal, and return, in the following manner: They must take two steps forward and one step backward. Mincing steps are not permitted. The first player, after completing the run to and from the goal, touches the next in line who runs to the goal, returns, touches the third player, and so on. The group which finishes first wins.

Guessing the Names of Fish. This game may be used in addition to the other writing games, or instead of either of them.

What fish

- (1) Does the miser love? Gold.
- (2) Twinkles in the sky? Star.
- (3) Is musical? Bass.
- (4) Is the royal fish? King.
- (5) Is the carpenter's fish? Sawfish.
- (6) Is part of the human body? Mussel
- (7) Is the soldier's fish? Sword.
- (8) Is a color? Blue.
- (9) Will try to swindle you? Shark.
- (10) Is like a bird? Flying.
- (11) Is another name for a road? Pike.
- (12) Is also a frog? Toad.
- (13) Serenades you? Cat.
- (14) Is immortal? Sole.
- (15) Is a flop? Flounder.

April Fish Menu. Have the following menu printed on slips of paper and passed out to the guests. They are allowed to select any three of the articles on the menu for their refreshments. Of course this is only an April Fool refreshment menu, and after this has been served the regular refreshments will be produced. Bring in the three articles selected on small plates. It will be necessary for each guest to write his name on the menu after he has underscored what he wishes, so that those in charge will know to whom to return the

menu and who are to be served the different articles.

MENU

- | | |
|----------------------------|-----------------------------|
| (1) Regular Chicken Dinner | |
| (2) Bell of the Garden | (3) Girl's Delight |
| | (4) Fruit of the Vine |
| (5) Vital Prop | (6) Polly's Special |
| | (7) A Chip of the Old Block |
| (8) Life Preserver | (9) Good Impudence |
| | (10) Porcelain Delight |
| (11) Salted Nuts | (12) Spring's Offering |

KEY

- | | |
|--|------------------------------|
| (1) Mixed cracked grain (a chicken dinner) | |
| (2) Bell pepper (a slice of it) | (3) Date |
| | (4) Cucumber (a slice of it) |
| (5) Slice of bread | (6) Soda cracker |
| | (7) Toothpick |
| (8) Salt | (9) Chili Sauce |
| | (10) Tea |
| (11) Nuts off of bolts, salted | |
| | (12) Water |

Refreshments. For the regular refreshments serve sandwiches cut into the shape of fish, and fruit punch, or ice cream (snow-drift) and cherub's food (angel food cake).

Properties. The following properties will be needed:

- (1) Enough paper fish to give ten to each guest.
- (2) Papers prepared for the game, Parts of a Fish.
- (3) Fishing pole, small magnet, and paper fish with pins in them.
- (4) Blank sheets of paper and pencils.
- (5) Papers prepared for guessing the names of fish.
- (6) Fake menu cards.
- (7) April Fool tricks. (Since April first is celebrated in France as in other countries with joking and tricks, be sure to buy or arrange some tricks which will catch the unwary guest. Thumbtack a handkerchief to the floor; the habit of picking up things is strong. Purchase inexpensive tricks such as rubber-leaded pencils and artificial food or candy. These may be obtained at a ten cent or novelty store. Such tricks make excellent prizes for the winners of the games or party favors.)

"April first is dedicated to practical jokers in America; but, contrary to general belief, the custom of fooling friend and foe did not originate in this country. For centuries All Fools' Day has been observed in England, Scotland, Spain, Japan and France. In Scotland it is called 'Cuckoo Day,' in France it is 'Fish Day' and in Spain it is known as 'Boob Day.' Even the Japanese have a name for it. In the land of the Mikado April first is known as 'Doll Day.'" — From *The Year 'Round Party Book* by Young and Gardner.



Gay Tours to Far-away Lands

"WHERE do we go this year?"
"When does Vacation
Reading Club start?"

With the first hint of spring comes a steady stream of such questions, with eager faces peering up at us over the library desk. School has begun to pall and every normal child is filled with the spirit of wanderlust and adventure.

"What's the Reading Club doing this summer?"
"How soon do we begin?"

Even before examinations are over and the school yard gate is locked, the desire for a glorious vacation full of good fun excites youth to seek new interests in spite of a chance for freedom.

Before the boys and girls have scattered to the four winds, the Moorestown Free Library has capitalized on this holiday spirit and has directed this lively interest toward books and special programs of reading during the summer months.

The Announcement

One of the most popular schemes yet tried was the "Personally Conducted Tours" sponsored by the Library last summer. About the last of May every pupil of the elementary and junior schools was given a printed notice of these tours with this invitation:

"Come, choose your guide and away, my lad,
Come choose your guide and away!"

The list of authorized guides spelled adventure from the very start. King Arthur promised the

By HANNAH SEVERNS
Librarian
Moorestown, N.J., Free Library

fulfillment of a long cherished desire to visit the "World of Knights and Chivalry." The challenging caption, "The Sky's the Limit,"

under the capable piloting and companionship of Lindbergh was a temptation even to those who had never thrilled to the drone of a plane. To those who had often envied Wendy's method of traveling, but had come to grief and fallen off the foot of the bed when attempting Peter Pan's technique, the invitation to tour "Never-Never Land" with Peter was a chance too good to miss. Daniel Boone promised a first-hand acquaintance with Indians and opened up all sorts of chances for wild encounters. Every child knew Pinocchio and his name as a guide meant skipping off for a summer of fun and jollity. No one knew just what to expect with Alice in Wonderland, but many were willing to risk the first plunge down the Rabbit Hole on the chance of escaping to a land of magic and wonder. "All Aboard for Pirates and Hidden Treasure" with Captain Kidd in command was enough to attract the bravest of the boys and even a few stout-hearted girls. The name of Sherlock Holmes aroused those who had an ear tuned for mysterious adventure. The chance to escape to the Greenwood with Robin Hood and his Merry Men was hard to resist after the first few hot days of early June, and Mowgli as a guide meant a real break from a small backyard to a life of freedom in the jungle.

Personal Introductions

As the boys and girls entered the children's room they came face to face with these guides. Here they were, bright cardboard figures gaily dressed in appropriate attire. Pinocchio, with his long saucy nose, beckoned to them from his place on the mantle over the fireplace. Mowgli peered out from the jungle of the window-box and was irresistible in his cooling, though scanty costume. King Arthur, ready to leap upon his white horse, gave the impression that there was no time to lose if you wished to follow him!

Even the appearance of Sherlock Holmes, pipe in hand, mystified those who entered, for he did look a bit out of place in these colorful surroundings. Peter Pan, piping a merry tune, seemed to set the atmosphere for the summer's program, and the children followed him as though he might have been the Pied Piper of Hamlin. With Lindbergh standing beside his humming plane, with Daniel Boone, all booted and spurred, and with Captain Kidd and Robin Hood both ready for action and promising a summer of thrills, is it any wonder that some boys and girls signed up for several tours before they could finally decide on the one they actually wanted to follow? In fact, during the summer, some traveled fast enough to finish several journeys.

The Art Department of the Moorestown Public School had shown its interest and cooperation by making these life-like figures that nodded to everyone who entered from every corner of the festive room.

The Start

Now that the exciting choice was made and the anticipated journey well in mind, each child was requested to sign up in the "log book" of the tour of his choice. Bright colored scrap books from Woolworth's appeared in an entirely new guise with gay pictures appropriate to the subject of the tour pasted and shellaced on the cover. Opening the book, the children saw what might have been an ordinary book-list, but a few sketches and the alluring titles gave an entirely different impression, and the titles as read sounded like magic vehicles that would carry them toward their dreamed-of destination. The books in each tour were so arranged in groups, according to

ages and reading ability, that a child in the third grade could find enough books to interest his more limited imagination, and yet on the same tour there were books to attract the boys and girls of the junior schools as well. For instance, Daniel Boone's tour started off with that delightful picture-story book, "Down, Down the Mountain" by Credle, that the smallest reader could enjoy, and ended with "Early Candlelight," a thrilling historical novel of early days in Kentucky. In this way no one tour was limited to any special age or group, and from any list a traveler could easily select the ten books which were the official completion of the itinerary.

The ceremony of signing up was an impressive one, for each child was given a blank page in the log book of the tour he had decided to follow. His name, school and grade were written at the top of the page, and the space below was his very own to fill in or to embellish as he wished. It was suggested to the tourist that as he reached any new place in his travels, that is, as he returned each book read, the name of the book should be noted with a brief account of his impressions. It may have been that such reports savored too much of school or we may have been a bit too optimistic about the creative ability of our groups, for we were disappointed to find few original additions to the literature of exploration and travel.

"Get Your Tickets Ready"

The next important step before actually embarking was to receive a ticket. As the child reached up for that long yellowish looking document his fingers fairly tingled with excitement. The ticket was dated in true railroad fashion and each time a book was returned it was marked with the name of the place visited as well as with the title of the book read. The real thrill came when the official punch was made beside the destination when it was reached at last. A real proof that they were traveling!

Children's reading is a subject with which playground workers should be vitally concerned, and the question of more active cooperation between recreation officials and their local libraries is one which is arousing much interest. No recreation worker can afford to miss this fascinating story of the experience of one library in making summer reading a glamorous adventure for children!

Story Hours En route

The regular weekly story-hours supplemented the spirit of the summer's venture and each week one of the tours was featured with as much lure as railroad advertising. One week, King Arthur and his knights, together with his noble band of followers, were hosts. Then an-

other week Mowgli and his friends of the jungle entertained with tales of the wilds. One afternoon, much to the amusement of the story-teller and members of the staff, just as Peter Pan was being introduced to the group as the visiting celebrity, a WPA band burst forth in full blast on the front lawn, and poor Peter and the story-teller were left alone. The charm

of music had again proved its power. However, to prove that it was not that they particularly preferred music to stories, but wanted both, they returned during the intermission with a few recruits from the concert audience and coaxed for the story-hour.

The Reward

In this day, when nearly every broadcast and periodical showers the general public with prize contests of every tantalizing description, it may seem strange that no reward of any kind was offered at the journey's end. The Vacation Reading Club, as our summer's reading program has always been called, has been carried on simply for the joy of reading. Parents have been not only pleased to have the reading of their children directed during the summer months, but the boys and girls have apparently liked it also.

Usually after each summer of some such directed reading we have planned a carry-over into Book Week in November when we invite the boys and girls who have been interested during the summer to some special entertainment, glorified story-hour or book party. This year the party took on the glamour of a Treasure Hunt. The boys and girls were invited to come dressed to represent any of the friends they had met in their vacation travels. One little fellow came in about a week before the party for a special conference with the librarian. He had been traveling with Mowgli and had found most of his new acquaintances scantily clothed, and he seemed a bit embarrassed to think of appearing too dramatically playing the part. After conferring on what his attire had to offer he decided to come as Dr. Dolittle with a magnificent topper and carrying a black satchel. It was great fun guessing each other and extremely difficult in some cases. A boy with a pillow under his belt, with a small red toy horse sitting on top, was supposed to be

"We are, for the first time in all history, building in our public libraries temples of happiness and wisdom common to us all. No other institution that society has brought forth is so wide in its scope; so universal in its appeal; so near to every one of us; so inviting to both young and old, so fit to teach without arrogance, the ignorant and, without faltering, the wisest." — John Cotton Dana.

a character from "Red Horse Hill."

After the guessing was over and each character strutted about proud and recognized, the search for treasure began. The children were divided into teams, each with a captain who was given the first clue for his team to follow. The clues for each team were printed on a different colored paper. Soon the children

were running in all directions with the clues that led them from book shelves to dictionaries, to the catalog, over to the reference alcove, back to the shelves. "If you would find treasure, go look in the 'Secret Garden'" sent them all scrambling to the shelves, only to find after looking through the pages another clue which told them that they must find "Diggers and Builders" to help them. Although many clues for the different teams led to the same places, they were so arranged that not more than one team was searching in the same place at the same time. Finally, after much exciting adventure, they came upon the treasure. This was a new library card, gaily decorated with a bright star announcing:

A library card
Is a magic key
That opens new worlds
To you and me.

These cards when presented at the desk by the winners entitled them to select a new book from that Book Week exhibit of tempting covers and titles which had been on display for a week under their yearning eyes.

The fact that there are always more children who follow the summer's program of reading than attend the party, leads us to believe that it is not the certificates or the recognition in Book Week that is the incentive of those that remain enthusiastic followers from one year to another.

Other Popular Schemes

From summer to summer other projects have been carried out with more or less popularity.

"A Trip Around the World" one year attracted many would-be tourists. Tickets proved not only an important requirement to the youngsters, but were useful also in keeping a record of the traveler's progress. The list of books about each country was printed on the ticket, and the punch was made opposite the book read. The names of the

tourists were also listed on a large chart which hung in the Children's Room. This was gaily decorated with the flags of each country to be visited, and their journeys from country to country were noted on the chart each time news was received of their whereabouts. Some children who were vacationing away from town joined this tour and sent frequent reports back to the Library.

The following summer we confined our travels to our own country. Instead of tickets each child was given a small outline map of the United States, and as he read books relating to the various sections of the country he colored the map or decorated it with pictures illustrating the story and its location.

"Ten Adventures in the Wonderland of Books" was a borrowed idea that was adapted to meet our own collection and local needs. As our colorful Children's Room is called the "Alice in Wonderland Room" and the lights and furnishings feature Alice in her many adventures, this plan, based on the exploits of Alice, was very appropriate and popular.

Stephen W. Meader, the writer of boys' books, and a member of our Board of Trustees, prepared for us a chart showing various trails. The boys and girls that particular summer were invited to follow "Book Trails," leading from the Library "to the sea," "to the mountains," "paths to long ago," and other alluring places. As the books were read from the suggested lists the names of the readers were written on the trail of the book represented. At the close of the summer each trail was paved with the names of those who had wandered joyously up and down these inviting paths.

Another summer a covered wagon appeared in the Children's Room in early June. Although the wagon had been made by the pupils of one of the fifth grades of the local school, its appearance in the Library prompted all kinds of excitement and curiosity from the other children. The news posted announced that a "Caravan Journey" would start from the Library as soon as school closed, and all children interested were invited to write their names on a card provided and slip it in the back of the wagon. When the caravan was ready to start a silhouette was cut of each child who had registered, and these were placed on a large poster, in procession formation, all following a sketch of a Conestoga wagon. The book lists were also printed in books cut in the form of covered wagons. As the caravan moved from place to

place, and the pioneers reported on the books read, copies of small books in bright colors were pictured by colored crayons as though they were piled on their arms. The army of over one hundred children marching with great piles of books made an impressive poster. Parents were a bit aghast when they discovered their own offspring in line, for even though the same pattern was used for all the figures the scissors had a queer way of making a stock silhouette take on strange and different appearances, by a sudden curve of a nose, or a lock of up-springing hair.

"Discoverers in Far-away Lands" was the attraction for another summer. A large map of the world was hung in the Children's Room at a height that the children could reach. As the books were read the map was colored and decorated to illustrate the location and character of the story. At the end of the summer the Library was the proud possessor of a very attractive map of the world made by the boys and girls.

So the summers fly by, while the boys and girls not only experience fun and interesting adventure but build up a background of good literature that becomes part of their permanent heritage.

Such a program carried on in a vacation play school or on the playground offers many possibilities in the field of creative dramatics. The library, however, with its specialized program, and in view of the fact that the children are not in attendance each day, has felt that such a feature would be difficult for it to foster. Yet what a field all this is for those who are interested in puppets and a summer's repertoire for a marionette theater! In fact, these same ideas with many variations could be adapted to any program of activities including crafts, leading the child's interest into many engaging and enriching channels.

"We *do* know this—that a generation educated to acquire taste for reading and to appreciate good books; that has had training in music and opportunity for dramatic expression; that has acquired a love for the outdoors and an appreciation of nature; that has built up hobbies in different fields; that has early gained skills in games which can be enjoyed through life, and that has developed ease and facility in social relationships, may well face any kind of world in leisure. And when we so educate all youth we shall be master builders—builders who will be making a life for real living!"—Minnette B. Spector.

"We the People"—and the Constitution

Plans for the one hundred and fiftieth anniversary of the adoption of the Constitution are now under way. What is the significance of the celebration?

THE CONGRESS of these United States has decreed that "we the people" shall go to school for the next two years to study the Constitution which we so deeply revere but so little understand.

The one hundred and fiftieth anniversary of the adoption of the Constitution, on September 17, 1937, will be the first of a series of events which will continue until April 30, 1939. The signing of the Constitution, its ratification by the different states, the launching of the Constitution by the first Congress of the United States, and the one hundred and fiftieth anniversary of the inauguration of George Washington as President of the Republic, will be the major events to be celebrated.

Purpose of the Celebration

The purpose of the celebration is to create a quickened interest in the Constitution and its essential relation to the history of the nation; to bring to each citizen the knowledge of his rights and obligations under the Constitution; how it guards him; how it gives him the opportunity to make the most of himself, while it demands his respect and obedience. The historical backgrounds and origins of the Constitution will be studied, the struggle for ratification, the triumphal organization of the National Government and the constitutional phases of its later development.

The Commission and Its Program

Congress has established the United States Constitution Sesquicentennial Commission to direct these significant events. The Commission is made up of The President of the United States, chair-

man, Vice-President of the United States, Speaker of the House of Representatives, five United States Representatives, five United States Senators and five "Presidential Commissioners." Mr. Sol Bloom of New York is the Director General.

The Commission will carry this educational celebration to every section of the United States, its territories and insular possessions. Every city, town, institution and organization is asked to participate in some appropriate and timely way, during the period September 17, 1937 to April 30, 1939. Within a short time every city and town in America, participating in these celebrations, will be appointing local committees for the development of its own ceremonies. The mayors of all cities have been asked to cooperate with state

and national commissions. All important organizations of men and women have been asked to appoint similar committees.

Three major divisions have been set up to assist local communities or groups. A History Division will provide the necessary accurate facts for the use of local committees, and will serve as a clearing house through which many queries will pass concerning phases of our constitutional history. This division will work in close cooperation with the Education and Library Divisions.

A special project for creative writing of plays and pageants will conduct contests in high schools, colleges and among adults.

There will be nation-wide activities that have a special appeal in every community. Foremost of these is the distribution of authentic reproductions of the Constitution and the Declaration of Independence to be displayed in appropriate places.

Many recreation departments are no doubt planning to take an active part in the 150th anniversary of the adoption of the Constitution which is to be celebrated this year, and there will be many opportunities to interpret in story, song or pageantry some of the lessons of the Constitution. In connection with the announcement of the plans presented here we are giving some facts about the Constitution which may, perhaps, be woven into pageantry material. Further information and descriptive matter may be secured from the United States Constitution Sesquicentennial Commission, 524 House Office Building, Washington, D. C.

These facsimiles will be sent to schools, libraries and museums.

An educational motion picture with a constitutional theme is planned for distribution at a minimum cost. The film will be available in both 35 and 16 mm. widths. To school children, a well directed film with a dramatic presentation will have a special appeal and may form the basis for a series of lessons in history.

There will be a special issue of stamps commemorating the Sesquicentennial of the Constitution. Appropriate commemorative medals and badge medals will be struck for presentation in Sesquicentennial projects and contests, as well as to schools taking a prominent part in the celebration.

The planting of trees as a special tribute during this observance is being planned with the American Tree Association.

Special Constitution poems and music will be distributed, together with plays and pageants adaptable to community needs.

In the Nation's Capital an art exhibition is being planned for the period of the celebration. This will consist of a loan exhibition of portraits of the signers of the Constitution.

Outstanding of the planned general activities are Constitution pilgrimages to the Nation's Capital and to Philadelphia to visit the shrines of the Constitution. Pilgrimage certificates will be issued to persons making this pilgrimage.

Principal Dates

The educational phases of the program will be continuous, but the commemorative features will center around a succession of definite dates.

On September 17, 1937 the national celebration will be inaugurated at Philadelphia where 150 years before the delegates signed the Constitution.

June 21, 1788 the date when New Hampshire ratified the Constitution, the last of the nine states required to make it effective.

April 30, 1939, the 150th anniversary of Washington's inauguration, will bring to a close the series of commemorative events.

Celebrations in those states which originally ratified the Constitution will naturally center about the dates of ratification given below:

December 7, 1787—Delaware
 December 12, 1787—Pennsylvania
 December 18, 1787—New Jersey
 January 2, 1788—Georgia
 January 9, 1788—Connecticut
 February 6, 1788—Massachusetts

April 28, 1788—Maryland
 May 23, 1788—South Carolina
 June 21, 1788—New Hampshire
 June 26, 1788—Virginia
 July 26, 1788—New York
 November 21, 1789—North Carolina
 May 29, 1790—Rhode Island and Providence Plantations

The Constitution Grew Out of Struggle

One hundred and fifty years ago fifty-five delegates came together to draft a Constitution for the new government which was soon to be established. The Colonies had declared their independence of Great Britain, the Revolution had been fought and won, and a great new State was to be organized. For four months these delegates worked and fought and compromised before they were ready to sign the Constitution which was then just a "Document." This document consisted of a preamble and seven articles providing for the establishment of the various powers of government—legislative, executive and judicial; a definition of states rights; provision for amendment; establishment of the Constitution, laws and treaties of the United States as the supreme law of the land; and provision for ratification of the Constitution as proposed.

The purposes of the Constitution as set forth by these men indicate the true human objectives the framers had in mind. They stated, "We the people of the United States—in order to form a more perfect Union, to establish justice, to insure domestic tranquility, to provide for the common defense, to promote the general welfare, to secure the blessings of liberty to ourselves and our posterity, do ordain and establish the Constitution of the United States of America."

These objectives of the preamble were no doubt acceptable to all, but critical issues arose over the articles. From that day to this, a struggle has persisted over states rights. After bitter conflict between the National party and the State Sovereignty group, a compromise was reached which gave Congress more power than it had under the old Articles of Confederation. A federal executive and a judiciary had not previously existed. There was a contest and compromise over the basis of representation of the states in the new Congress and another over the proportion of Negroes to be counted as "population" in the slave states.

The fact that it took seven months to secure the required nine ratifications of states and two

and a half years to get ratification by the thirteen original states indicates something of the human element that went into the framing of this great national document. The narrow margin by which ratification was won in some states indicates the widely divided opinion as to some provisions of the original Constitution. Pennsylvania ratified by 43 to 23 votes; Massachusetts after a close contest ratified by a vote of 187 to 168; New Hampshire followed with 57 to 46; Virginia with 89 to 79; New York 194 to 77 and Rhode Island 34 to 32.

With such large minorities in several of the strongest states it was clear that changes would have to be made early in the life of the new Constitution.

Dissatisfaction in and out of Congress with the Constitution as finally ratified was so great that it was agreed to submit to Congress at once a series of twelve amendments. Many people felt that states rights and the rights of the individual under the new government were not clearly defined. Within a comparatively short time ten of the proposed amendments were passed which are now popularly called a "Bill of Rights." This Bill of Rights assures us those guarantees we so much cherish—freedom of religion, freedom of speech, freedom of the press, and freedom of assembly. "These fundamental freedoms are the cornerstones that support, four square, the edifice of liberty we enjoy—if one crumbles the others fall."^{*}

The question of slavery was a thorny one with the framers of the Constitution. But it was not until the struggle for the freedom of the slaves was almost ended,^{*75} years later, that the 13th amendment abolishing slavery in the United States was passed. Reconstruction measures guaranteeing equal rights to all citizens and the right of franchise to ex-slaves were embodied in the 14th and 15th amendments in 1868 and 1869. Both of these amendments were bitterly contested.

For a whole generation after the reconstruction amendments, the Constitution remained intact. Then came another wave of discontent and new amendments; some designed to facilitate government, others growing out of great social movements.

The authorization of income taxes in 1913, the provision for the election of Senators by direct popular vote in the same year, did not disturb the nation deeply. But the world upheaval of the Great War when all established known institutions

were tested to the limit brought in its aftermath the Liquor Prohibition Amendment in 1919 and nation-wide suffrage to women in 1920. The forces and events leading up to these amendments were profound. The women's suffrage movement and the effort to outlaw liquor came closer to the life of the people than any other issue since the days of slavery. The repeal of the 18th amendment in 1933 was probably hastened by the calamitous days of the depression.

The current struggle over the Child Labor Amendment giving Congress the right to limit, regulate and prohibit child labor is a laboratory in which one can see the conflicting motives that lie behind all these deep-seated changes. For almost fifteen years that amendment has been before the states of the nation. It was passed by both houses of Congress by large majorities in 1924 but has not yet had the required number of state ratifications to make it effective.

What Lies Ahead

Our daily papers now carry headline proposals for another amendment to the Constitution, presumably to check the powers of the Supreme Court. The President in his opening address to Congress stated that it was not necessary to amend the Constitution in order to achieve the ends sought by a progressive democracy and plead for liberal interpretations of the Constitution by the courts, so that the will of the people as expressed by Congress should not be thwarted.

The discussion in the present session of Congress and the educational program of the Sesquicentennial Committee will give to all an opportunity to understand the origin and nature of the Constitution; to appreciate its many forward looking aspects; to realize that it is not a dead and eternally fixed document, but an instrument that has been changed time and again to meet the demands of our people, and that we need not fear future additions to its scope and effectiveness. Whatever may be our personal attitude in this regard, we may rest assured that the American people will "carry through" on the principles first laid down in the Declaration of Independence.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the Pursuit of Happiness. That to secure these rights governments are instituted among men, deriving their just powers from the consent of the gov-

^{*} Mr. Sulzberger, pub. of *New York Times*, December 30, 1936.

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Recreation Marches Forward!

THE NEXT significant event in the onward sweep of the public recreation movement in America is the National Recreation Congress to be held May 17 to 21, 1937 at the Ambassador Hotel in Atlantic City, New Jersey.

No city should fail to be represented.

No leader can afford to be absent.

Board members, professional leaders, citizens generally will meet to pool their experiences, check their plans, gather new suggestions, and take further steps to push ahead this vital, youthful surging movement to make America a land where all may live joyously through recreation publicly provided.

Ask Yourself These Questions

What about recreation now that recovery is here?

What have we learned from the depression?

What can be retained for the permanent program?

How is it being answered in your city? In other cities?

Do your present facilities meet your needs?

Are you using what you have to capacity?

Is your leadership in accord with modern standards?

Is your city conscious of what is being done now?

What contribution can you and your city bring to the Congress?

What can you take back to your city from the Congress?

The Twenty-second National Recreation Congress will be held May 17-21, 1937, at Atlantic City. There have been significant developments in the leisure-time field since the last Congress in October 1935. Many urgent problems are confronting recreation officials. You will have an opportunity to discuss them at the Congress. Do not miss it!

The information, inspiration, ideas and plans to be had at the Twenty-second National Recreation Congress are the *sine qua non* for the recreation movement in the year ahead.

Come to the Congress.

Use the power of the whole national movement to help expand and strengthen your own local work.

The Headquarters Hotel

Delegates to the Recreation Congress will be fortunate in finding the entire facilities of the magnificent Ambassador Hotel placed at their disposal.

Comfortable and quiet sleeping accommodations, spacious meeting rooms, attractive exhibit space, facilities for special luncheons and dinners, reasonable rates and generous cooperation are being provided by the Ambassador Hotel. The entire Congress will be centered there. All dele-

gates are urged to make their reservations early and directly with the Ambassador Hotel.

Back to Atlantic City!

The plan of going back to Atlantic City for the twenty-second Recreation Congress is meeting with a favorable response from those who recall the meetings held there in past years. Newer workers who have entered the field since the last meeting held in Atlantic City in 1930 are looking forward eagerly to their first congress in the city of boardwalks.



Louisville's Fifth Annual Play Contest

"PRACTICE MAKES PERFECT," the ancients advise us in a familiar saying. Then it follows if you do a thing well four times the fifth time it should be even better. And so it proved at the Fifth Annual One-Act Play Contest held under the auspices of the Division of Recreation, Department of Public Welfare, Louisville, Kentucky. The number of plays presented this year was double that of the first, and over 150 eager Thespians tried their skill at comedy or farce or tragedy in the twenty-four plays produced. The Louisville contest was scheduled for three days late in May at the University of Louisville theater, the Playhouse, Boyd Martin, Director of the University of Louisville Players, cooperating.

Contest Rules

1. The contest is open to all non-professional dramatic groups in Louisville. No professional actors shall be employed in the presentation. A professional director does not come within the restriction mentioned as long as he does not act a part in the tournament.

2. Registrations may be made at the Recreation Division Office, Central Park. Registrations close at noon Friday, May 15th, 1936. The name of the play should accompany the registration.

3. All plays must be presented before the cyclorama provided at the Playhouse, only portable props being permitted.

4. Each group will be responsible for its own properties. The stage will be provided "broom-cleaned." Foots, borders, hanging spots in the border, and four spots in the auditorium will be provided. All additional adjustable

"What rules do you suggest for a drama tournament?" This question is asked over and over again as more communities initiate events of this kind. The rules developed over a series of years by Miss Elizabeth Wilson, Drama Supervisor, Division of Recreation, Louisville, may help you in planning a tournament in your community.

lighting equipment must be furnished by the production.

5. All properties and effects of each group must be at the theater on the morning of the day it is to play. These must remain in charge of the tournament until a decision has been reached by the judges as to the prize plays that are to be presented a second time at the final performance.

Groups must remove properties as soon as they are definitely eliminated from the contest.

6. Each group will be allowed one-half hour before the tournament for a scenery, properties, and lighting rehearsal, time to be allotted by the tournament committee. A complete dress rehearsal of each group will be impossible.

7. The tournament committee is absolutely not responsible for royalty fees. *Each group must show proof of royalty payment before lots are drawn.*

8. Plays will be grouped by the tournament committee to give a diversified program at each session, but lots will be drawn the day before the performance for the order of presentation.

This attractive program cover, in blue and white, was designed by a NYA worker



9. Judges, selected by the Tournament Committee, will judge on the following scale:*

A. Interpretation	15 points
1. Tempo (3)	
2. Diction (3)	
3. Acting (3)	
4. Mood (3)	
5. Voice (3)	
B. Production	10 points
1. Costuming (3)	
2. Props (2)	
3. Lighting (3)	
4. Makeup (2)	
C. Play Selection—quality	5 points

10. The Tournament will be held on Wednesday, May 27th, at 2:30 and 7:00 P.M., and Thursday, May 28th, at 2:30 and 7:00 P.M., and Friday, May 29th, at 7:30 P.M. In case of a tie, time for the play-off will be arranged by the committee.

11. Groups will be divided into age groups as follows: Junior High age; Senior High age; Open (no age limit). Groups may indicate into which age classification they fall. In registering, give the average age of players in the cast.

12. A special classification will be made for original plays in event of three entries.

Publicity, Tickets and Programs

But rules and regulations were not the only problems in the contest. There was need for publicity, tickets and programs. One person handled the publicity and a considerable number of articles and pictures heralded the event in the newspapers. During the contest the papers ran interest-stimulating stories and, at its close, published pictures of the winners with their trophies. Bright yellow tickets were printed as a NYA project. They were free and twenty-five of them were given to each participating group, but each group could obtain additional tickets by asking. Tickets were available for the general public at the Recreation Division offices and the Playhouse on the days of the contest and could be had for the asking. An attractive program was done in blue and white with an appropriate block print design on the cover, designed and executed by a NYA worker. Inside the program were printed the entries.

The Entries

Junior Division

1. *The Princess No One Could Silence* by Goodrun-Thorne Thruston, Community Center

* These figures were not on the blanks given to groups, but on the judges' score cards

2. *The Blue Prince* by Alice C. D. Riley
Humpty Dumpty Players, Neighborhood House
3. *Princess Tenderheart*
Marylen Players, St. Mary Magdalen School
4. *Little Pink Lady*
Oakdale Community Center
5. *Hans Bulow's Last Puppet* by Grace Ruthenburg. Central Park Players
6. *Theories and Thumbs* by Racheal Field
U.O.A. Club, Neighborhood House
7. *The Meeting of the Young Ladies* by Eugene LaTour. Holy Rosary Club
8. *Six Who Pass While the Lentils Boil*
by Stewart Walker
The Puppeteers, Main Library
9. *Ten Minutes By the Clock* by Alice C. D. Riley. Die Yidische Kinder Zingers, Neighborhood House
10. *Once in a Hundred Years* by N. A. Jagendorf
Highland Park Community Center
11. *The Three Wishes*
Shawnee Players
12. *The Sentimental Scarecrow* by Racheal Field
Shawnee Junior Players
13. *Imagination* by Warren Beck
Eastern Junior High School

Senior Division

1. *Op O' Me Thumb* by Tenn and Pryce
Highland Park Community Center
2. *The Rehearsal* by Christopher Morley
Oakdale Community Center
3. *The Heart of a Clown* by C. Powell Anderson. Baptist Goodwill Center

Open Division

1. *The Wonder Hat* by Hecht and Goodman
Five Star Dramatic Club
2. *Bread*
Oakdale Mothers' Club
3. *The Man Upstairs* by Augustus Thomas
Bertrand Players
4. *The Intruder* by Maeterlink
Federal Players
5. *If Men Played Cards As Women Do*
by Edgar Kaufman. Richmond Boat Club
6. *The Marriage Proposal* by Chekhov
Independent Players

Original Plays

1. *Dusk*
2. *We Fight for Peace*

Trophies were awarded on the last evening of the contest—a plaque for the play taking first place in its division and a silver cup for the winner of the original play division. Honorable mention was given to a play in each of the Junior and

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More About Chess

A game which is winning a place for itself in city play programs



Courtesy Chicago Park District

THE HISTORY of chess playing in the social centers and on the playgrounds of Milwaukee, Wisconsin, covers a period of five years. It has been a steady growth which bids fair to continue.

At the Social Centers

There were very few chess players in Milwaukee prior to 1932. In the fall of 1931, the Milwaukee Public Schools Department of Municipal Recreation and Adult Education started its chess instruction at the social centers with classes open to adults only. The results were surprising. The summer of 1936 found eleven beginners' courses taught by three teachers in the evening social centers, two advanced courses with one teacher, and four master courses taught by a United States chess master. In the afternoon social centers there were fourteen beginners' courses with three teachers and forty-seven beginners' classes on the summer playgrounds taught by four teachers.

It was only natural that after the first year of chess instruction there should be not only an increased interest in the game but a demand for competition. To

meet this the Department organized in 1932 a Municipal Chess Association. Instead of conducting a tournament for individuals, the first competition offered the players was in the form of leagues. The best known players were classified as Major AA. Those of some ability were classed as Major A, while those just completing beginners' lessons were given a Minor classification. The six best players in the Major AA division were appointed captains. At a meeting of the captains numbers were drawn from a hat and each selected one at a time three players for his team. In the Major A and Minor leagues anyone could organize a team and enter same in the league. A complete set of league rules and regulations was drawn up to govern team organization and play. A double round robin schedule was played and this competition proved to be far more beneficial for the promotion of chess than individual tournaments. The first year of municipal league play found one Major AA, two Major A and two Minor leagues, with 32 teams and 143 registered players.

Since the opening year of league play, the continuance of chess classes has increased tremendously the

In the June issue of *Recreation* there appeared an article on chess playing on the playgrounds of Milwaukee which aroused much interest. So rapid has been the development of interest in chess as a game for playgrounds and community centers not only in Milwaukee but in other cities, that we are presenting some facts showing something of its growth in popularity among children as well as adults.

number of chess players. As a result, last season found a Major AAA league with eight teams, two Major AA leagues, two Major A leagues and five minor leagues—a total of ten leagues, 71 teams and 322 players in league competition. A double round robin schedule for all leagues over a period of twelve or fourteen weeks is now in operation. Individual medals are given to the members of each team in each league, while the names of the players are inscribed on the municipal league plaques in the chess room. Players are rated annually according to their record in league play during the previous season. Captaincies are now automatic in each league, appointment being made according to the individual standings. Players with an individual standing of .750 in 75 per cent of the season's games are automatically classified to the next league of higher classification, while those with a record of .250 are dropped to the next league of lower classification.

Chess classes and league play, however, have not furnished all of the chess desired by the many players in Milwaukee. As a result, annual tournaments are conducted for the City Championship, County Championship, Masters, Class A and Minor divisions, Rapid Transit, Women's Championship, Boys' Clubs, and the Wisconsin State Championship. The latter, however, is not held annually in Milwaukee but finds many local players competing in the same each year. This last season these nine tournaments attracted 279 participants. Traveling trophies are awarded in the City, Master, Major and Minor tournaments, while permanent trophies are awarded in the State, County, Women's, Rapid Transit and Club tournaments.

In league play, a franchise fee of two dollars per team is charged in the Major divisions, while the Minor league's team franchise fee is one dollar. A charge of fifty cents is made in the City Tournament, twenty-five cents in the County and Master tournaments, fifteen cents in the Major tournament, and ten cents in the Minor and Rapid Transit tourneys. The entry fee to the women's tournament is twenty-five cents, and the club tournament is free. The entrance fee to the state tourney is one dollar.

In addition to classes, league and tournament play, inter-city matches are scheduled. This

last season thirteen such matches involving 396 players were played. In addition, fifteen exhibitions were given throughout the city by leading players and two national masters, such exhibitions attracting 308 participants. As a result of all this chess activity, the 1935-36 season (from June to June) attracted a total attendance of 13,811.

The Department of Municipal Recreation has provided an attractive large municipal chess room at the Lapham Park social center. This room is well furnished and the chess pictures on the walls create an appropriate atmosphere. A beautiful trophy case contains the trophies and statuettes, while the walls are adorned with the municipal league plaques. Tables, chairs, chess sets, boards and clocks are furnished. Chess magazines are also furnished by the Department for the use of municipal players. An official referee is provided by the Recreation Department for all league and tournament matches. The room is open every afternoon and evening, six days a week. Monday and Friday evenings, however, are the league and tournament evenings.

On the Playgrounds

In 1936 for the third consecutive year the Department of Municipal Recreation and Adult Education taught chess on the playgrounds. This year instruction was offered at 47 playgrounds instead of 27 as in 1934 when the program was initiated, and 1,324 boys and girls and young people ranging in age from eight to twenty-four years were enrolled in the classes which were conducted in the afternoon and evening. The course of instruction consisted of five lessons, one given each day for five consecutive days on every playground. The class period lasted an hour and a half; part of this time was spent in simultaneous play by the instructor. Classes were organized through the medium of the playground bulletin board, announcements, pictures and newspaper articles.

The method of procedure in instruction was as follows: The first lesson consisted of teaching the names of each piece, how each moves, the object of the games and mate; lesson two reviewed lesson one and then took up board notation, *En Passant*, and castling; lesson

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Types of Municipal Recreation Areas



In response to increasing demands for recreation areas and facilities, American cities in the last few years have greatly expanded their recreation properties and have developed them for a wide range of uses. Because of the varying conditions in different cities and of rapidly changing recreation interests, habits and needs, there is little uniformity in the types of properties comprising present-day recreation systems.

Nevertheless, several types of areas are recognized as essential and there is considerable agreement as to their function, size, location and layout. Furthermore, it is agreed that these and other types of properties should be distributed throughout the city in such a way that the entire population be adequately served. Open space devoted to park and recreation use should be provided within a city so as to afford one acre for each 100 people, according to a widely accepted standard. Some authorities further believe that from forty to fifty percent of the total open space should be in areas devoted primarily to active recreation use.

The following statement outlines briefly some of the essential functions and features of the more important types of municipal recreation areas:

The Play Lot

Play lots are small areas intended for the use of children of pre-school age. They serve as a

Play lots where children of pre-school age may play under the watchful eye of parents or of older sisters are highly desirable

substitute for the back yard and are usually owned and maintained by private rather than municipal agencies. They are rarely provided except in apartment or tenement districts or in underprivileged neighborhoods where back yard play opportunities are not available.

Size. 5,000 to 10,000 square feet. A reasonable standard for children's playground space is one acre for each 1,000 of the total population.

Location. In the interior of large city blocks or in or near the center of one or more units of a multiple family housing development. Small children should not be required to cross a street in order to reach one of these play areas. In some neighborhoods it may be desirable to provide a play lot in a small section or a corner of a neighborhood or children's playground.

Layout. The play lot should be entirely surrounded with a low fence or hedge. There should be shade trees around the borders and a central grass plot; play equipment, set at intervals around the border, under the trees, and possibly a wide concrete walk, separating the apparatus area from

the grass plot, the walk to be used for kiddy cars and velocipedes.

Equipment. One or more sand boxes with movable covers; block-building platforms adjoining the sand boxes; sand tools; large building blocks; small slide; playhouses; several chair swings; a few low see-saws; low climbing apparatus, such as junior Junglegym; low drinking fountain; benches and tables for quiet games for mothers, nurses and older sisters; shelter for baby carriages and from sudden rains; flag pole; bird bath; play materials. If the sand box is not under a tree a trellis should be erected over it and vines planted along the trellis.

Leadership. On most play lots there will be no regular paid leadership but the children will be looked after by their parents, nurses or older sisters. The area will be visible from many of the homes which it serves. If a play lot is located on a children's playground a play leader should be assigned to care for the children.

The Children's Playground or the Neighborhood Playground

This area is intended to provide opportunities for children, primarily between the ages of five and fifteen, to take part in a variety of fundamental and enjoyable play activities. It is perhaps the best known and most numerous of all types of municipal recreation areas. Most playgrounds in addition provide facilities which may be used under certain conditions for the play of young people and adults.

Size. From three to seven acres. Seldom is a smaller area satisfactory even in a sparsely settled neighborhood. If a larger area than 7 acres is required more effective service will usually be given by providing two smaller areas. A reasonable standard for children's playground space is one acre for each 1,000 of the total population.

Location. Since the playground serves primarily children of grammar school age it is usually desirable for the children's playground to be located at or adjoining the elementary school site. No child should be required to walk more than half a mile to reach a playground. In congested neighborhoods or where there are heavily trafficked streets the most effective radius is not more than a quarter mile. The location of playgrounds along heavily trafficked streets, railroads or industrial areas should be avoided.

Layout. Among the usual features are an apparatus area; an open space for games of the younger children; a wading pool; sheltered area for handcraft and quiet games; informal outdoor theater or storytelling corner; a shelter house (unless the school building provides needed facilities); special areas for games and sports such as playground baseball diamonds, volley ball, basketball, paddle tennis, handball and horseshoe courts; straightaway running track, jumping pits and probably one or two tennis courts. In some neighborhoods a special section for children of pre-school age will be provided. The various areas should be separated by paths, hedges or fences where necessary. The entire area should, as a rule, be fenced and a planting strip provided outside the fence. Shade trees should also be provided around the borders and especially in the play lot.

Equipment. Among the types of apparatus which are commonly provided are an eight-foot high slide; several ten or twelve foot swings; sand boxes; Junglegyms; a few see-saws; balance beam; giant stride; traveling rings; horizontal ladder and horizontal bars. Other desirable items of equipment are: one or more drinking fountains; tables and benches; a flag pole; a bulletin board. Permanent or removable standards will be required for the various games and sports and an ample supply of play materials for various activities will also be needed.

Leadership. At least one man and one woman leader should be present on the playground at all times when it is open for use. During periods of intense use or when special activities are being carried on one or more additional assistants are needed.

The Neighborhood Playfield

This area is primarily to provide varied forms of recreation activity for young people and adults, although a section of this area will usually be developed as a children's playground. If possible, it is desirable that a part of the neighborhood playfield be landscaped so that it may have a park effect.

Size. 10 to 20 acres. If more space is available it is usually used for development as a landscaped area. A reasonable standard for neighborhood playfield space is one acre for each 1,000 of the total population.

Location. One of these areas should be within a mile of every home. In congested areas or where the population is more than 20,000 per square mile there should be one of these areas in every square mile. Because many of the facilities which this type of area provides are needed for junior and senior high school physical education and sports programs, it is usually desirable that the neighborhood playfield be at or adjoining a high school site.

Layout. Not more than three acres will usually be developed for a children's playground for the immediate neighborhood. A major part of the area will be devoted to fields for games and sports such as baseball, football, soccer, softball, field hockey; also for handball, volley ball, tennis, croquet and other courts. Other features may be a bowling green, archery court, outdoor theater. A special section should be provided for the exclusive use of older girls and women. Usually there is a quarter mile running track and essential facilities for track and field events. The area may also provide one or more outdoor fireplaces and benches and tables for neighborhood picnics. Unless bathing facilities are provided elsewhere in the neighborhood served by the area, an outdoor swimming pool may be essential.

Unless the school building provides suitable facilities there should be a field house with sanitary facilities, locker, dressing and shower rooms; also a place for the storage of equipment and the director's office. Frequently the building also contains recreation rooms such as a gymnasium, club rooms, craft rooms or an auditorium for social, dramatic and other events. If the area contains a swimming pool the building will also serve as a bath house and provide the needed facilities.

The entire area should be attractively landscaped and as much should be in turf as practicable. If possible, one or more small groves of trees should be in the area which should, especially through border plantings, present an attractive park-like appearance.

Equipment. The same types of equipment are needed as for the children's playground, although frequently a greater amount will be required to take care not only of the people in the immediate vicinity but the larger numbers who come to the playfield for various ac-

tivities. Additional types of outdoor and indoor equipment will be needed for the building, swimming pool and the special game courts. Maintenance equipment will also be required; likewise additional game supplies. As a rule, movable bleachers are more preferable for this type of area than permanent seating facilities.

Leadership. The amount of leadership will depend on the size of the area and the features provided. If there is no swimming pool, one man director with an assistant and one woman director with an assistant are likely to be required for effective operation, especially during periods of intense use. If the area has a swimming pool, a manager, cashier and lifeguards will also be needed. At least one and probably two or more maintenance workers will be required for a fully equipped playfield.

Large or Recreation Park

This area is intended to provide the city dweller with an opportunity to get away from the noise and rush of city traffic, to refresh his senses by contact with nature. This type of area affords such an opportunity in the restful contemplation of the out of doors and it provides a pleasant environment for engaging in recreation activities.

Size. 100 acres and upwards. It is seldom possible to secure the desired park effect in an area of less than 100 acres and it is not often possible to secure suitable areas of more than 300 acres within the city limits.

Location. There should be one of these parks in every major section of a large city. It has been suggested that there should be one for every 40,000 inhabitants.

Layout. This type of area does not lend itself to any standardized form of layout, but its value lies primarily in the effective utilization of its natural features. A large percentage of the area should be in various types of woodland so as to make possible different landscape effects and with some sections sequestered.

Part of the area should be devoted to open lawn, meadow and valley. One or more water areas contribute greatly to the value of the recreation park. Roads should provide access to centers of greatest use or to vantage points, but should be kept at a minimum. Paths for

This statement has been compiled by George D. Butler of the staff of the National Recreation Association in response to a number of requests which have been sent the Association. There will undoubtedly be differences of opinion where certain of the standards suggested are concerned, and the Association will very much appreciate receiving comments.

walkers should be numerous and in some parts a bridle trail is a desirable feature.

Whereas the area is intended primarily for informal recreation, small sections especially near the borders may be developed for picnicking and for games and sports of various types. Boating facilities should be provided at the water areas which will also be used for skating in winter. The park will afford in addition tobogganing, coasting and skiing in the winter months. Needed parking facilities should be provided near the entrance. A zoological garden or water fowl sanctuary, outdoor theater, botanical garden, nature trail or nature museum may be suitable for such a park. Comfort stations or shelters are needed at places where people congregate in the largest numbers. In large areas a secluded section may be set aside for a day camp.

Equipment. Rustic benches and shelters may be placed at strategic points throughout the park, especially where fine views are obtainable. At the picnic centers drinking fountains, water, cooking accommodations and incinerators are needed, with possibly a few simple types of play equipment for children. Boats and accessory equipment are needed for boating, and toboggans, toboggan chutes, hockey rink boards and ice-maintenance equipment may be needed for winter sports.

Supervision. The personnel required for the maintenance and operation of such an area naturally varies. There should be one man in direct charge who will, perhaps, need an office or clerical assistant, at least during seasons when the park is intensively used, especially if permits are required. If large numbers of people use the special sections for picnicking or other forms of recreation, a recreation leader may be desirable not only for the summer but to promote a winter activities program. The services of several men will be required for maintaining and policing the park.

The Reservation

The reservation is a large tract of land which is kept primarily in its natural state but which is made available for the recreational use of the people for such activities as hiking, camping, picnicking, nature study and winter sports. Most municipal areas of this type are located either near the boundaries of the city or outside the city limits. Many cities do not have this type of area but rely upon state or county owned areas to provide this type of service.

Size. 1,000 acres or more.

Location. As previously indicated, this type of area is usually near or outside the city limits. Most areas of this sort are on county or state owned property.

Layout. These areas are as a rule not intensively developed, although at strategic points over-night camps, picnic centers and water sports facilities are located, accessible by automobile roads. Large sections of the reservation are accessible only by hiking or bridle trails. Increasingly these areas are used for winter sports and for a variety of nature activities.

Buildings are essential at hiking, camping, picnicking and boating centers, and shelters are sometimes provided along trails or at lookout points. These areas should also afford refreshment facilities.

Equipment and Supervision. These factors vary widely, depending on the size and development of the areas.

Special Recreation Areas

Many cities have acquired other areas which serve a particular recreation purpose. Among the best known are the municipal golf course, municipal camp, bathing beach or swimming pool, athletic field or stadium. Sometimes these facilities are to be found in the types of areas previously discussed but in the last few years cities have acquired many such special areas.

Golf Course. Most of the golf courses that have been established in the last few years have been on areas especially acquired for this purpose. At least forty or fifty acres are needed for a nine-hole course and not less than one hundred acres for an eighteen-hole course. Land of an uneven topography and with some woodland, is the most suitable. Besides the playing course a club house is needed. Sometimes tennis courts, a bowling green, putting greens and other game courts are provided near the club house. The course is often used for winter sports. Considerable machinery equipment and materials are essential for maintenance purposes. Personnel required at a golf course usually consists of a manager and professional (although these functions are sometimes combined in one person); one or more greenskeepers, laborers, starter, store-keeper and caddy master.

(Continued on page 611)

A New Recreation Frontier

They may be shut-ins, but they are most decidedly not shut-outs from recreation!

THE WESTERN FRONTIER may be gone, but fields for pioneering are not exhausted, as a number of municipal recreation departments, pioneering along the new frontier of recreation for shut-ins, have found.

One of the first to explore this frontier was the Board of Recreation Commissioners of East Orange, New Jersey, which organized in 1927 a Recreation Council for Shut-ins in East Orange, but later enlarged it to include all the Oranges and Maplewood. The Council is composed of the civic groups and organizations which are interested in working with shut-ins, and has provided a number of different services to lighten the days of the shut-ins of these communities.

Each month a personal, chatty, cheery letter, written by Miss Frances Haire, founder of the project and Director of Recreation in East Orange, goes out to over a hundred shut-ins, many of whom are adults. These letters, mimeographed and gayly colored by the Girl Scouts, contain news of the service offered for shut-ins, the cooperating groups and games, and projects for the stay-at-home. The Public Library of East Orange compiles special lists of books for shut-ins, and many persons contribute magazines and books which are delivered free to each home. Should an Orangeite plan a trip abroad or to an interesting place, the Woman's Auxiliary of the Chamber of Commerce assumes the task of sending letters to the traveler asking him to send letters or post cards to five shut-ins and encloses their names. So shut-ins *do* travel—if only vicariously.

The Gift Flower Bureau of the Oranges and Maplewood is organized to deliver flowers to those who need them. It is a member of the Recreation Council for shut-ins, and it has so organized its service that various member garden clubs

take turns sending flowers to the shut-ins on the Council's list. Deliveries are made to each shut-in every two weeks in outdoor growing season, and monthly during the rest of the year. One Christmas the Bureau sent candles with sprays of holly, and on Easter, violets growing in white egg shells. A number of clubs are on the waiting list to be allowed to deliver flowers, so popular has the activity become.

An instructor from the WPA Recreation Division teaches the shut-ins various handcrafts, not only so that they may enjoy a creative activity but also so they may earn a little money if they care to. This year there have been two exhibits and sales in vacant store buildings which cleared \$202.20 from the sale of articles made and brought \$100 or so in orders throughout the year. All proceeds go to the makers, and materials or money for them have thus far been donated by the clubs belonging to the Council.

The visitors who deliver books and magazines, flowers and small gifts or just come to call add no little to the shut-ins' happiness.

Other Cities Fall in Line

Following the East Orange trail along this new frontier came a number of other cities. Sioux City was one of them.

The Sioux City Department of Recreation Club, like that of the Oranges and Maplewood, is open to all elderly people unable to get out, any person who has been ill a long time, and all crippled children and adults. For these home-bound people a monthly news bulletin is edited by "Miss Cheer" at the Recreation Department office. The bulletin contains information on hobbies of famous people, hand-craft suggestions, a book corner, special humor and news

"It occurred to me that other shut-ins would enjoy reading either parts or the whole of an interesting letter sent to you by a shut-in. Such a letter should be informative, funny, or tell of an interesting experience. It was with this thought that the fish derby started, and this is the proposal: Three or more of the best letters sent in by shut-ins about fish shall be printed and enclosed in the monthly letter. The shut-ins who haven't fish can enter the contest by writing about a 'fishy' experience, either true or imaginary."
—Extracts from a letter sent Miss Haire of East Orange by a shut-in, and included by her in a regular monthly letter to all shut-ins.

An elderly shut-in at Kenosha, Wisconsin, greatly enjoys wood carving

columns, puzzles, games and contests. The names of those who wish to have other club members write to them are published in the bulletin so that those who care to may make new friends. The Department also arranges a weekly radio program for the club which consists of dramatics, music and reviews.

The Girl Scouts of Sioux City have cooperated with the Department by calling on members of the Shut-In Club and run such errands for them as calling at the library for books. The city has been divided into districts and a captain appointed for each district. The captain, also a member of the Girl Scouts, appoints a girl to call on each shut-in in her district. Calls are made on Monday or Tuesday each week.

The club, organized in February 1936, now enrolls 75 members. The names of prospective club members were gathered as a result of announcements of the club over the air and through the newspapers. Principals of schools, presidents of clubs and ministers were also asked for names.

Through an Open Window

Reaching the new frontier more recently is the homebound program organized in April 1936 for shut-ins in Kenosha, Wisconsin, under the direction of Ellen Marie Larsen, Municipal Recreation Supervisor. By October, with the aid of eight carefully selected high school graduates available through the NYA, fifty shut-ins recommended by social agencies were placed on a weekly calling list. Fifty more eagerly await a place on that list.

A group of civic-minded citizens have been asked to establish an executive group to promote this work and plans are being worked out for a women's organization to sponsor the activities, lend assistance and leadership.

For the shut-in the workers provide weekly periods of handcraft instruction of recreational or therapeutic values as the need requires, and, in the case of some of the older shut-ins, encourage them to develop sufficient skill so that articles can be



sold through a Central Handcraft Exhibition for Disabled Craftsmen. Twice a month handcraft is given eighteen people at the Willowbrook Sanitarium, a county institute, and special crafts are arranged for the play activity of dangerous cardiac cases. And if a shut-in is back in his studies he is given instruction to help him keep abreast of physically normal children. Friends of the movement provide automobiles to take the shut-ins to the social club meetings held each month. One of the high spots of this club program was the Hal-loween party.

A monthly bulletin, "An Open Window," published by the Recreation Department reaches a hundred shut-ins a month. It contains several pages of material, including book suggestions contributed by a library, a poet's corner, short stories by members and famous authors, jokes, puzzles, children's features. A social and a personal column.

In addition the Department has published a bulletin as a guide for setting up homebound community programs in the district. It includes suggestions for initial contacts, people to accept activities, and supervision of home calls.

A "Play Lady" for Shut-ins

The Recreation Commission of Cedar Rapids, Iowa, does not forget the children who are "shut-outs" from the regular playground program. To these crippled children it sends in cooperation with the WPA a "play lady" who knows full well the joy she can bring to the children, for she, too, was once a shut-in.

(Continued on page 614)

Tether Ball

By

RICHARD J. FOX
Willow Glen School
San Jose, California

FREQUENTLY we hear boys express the desire to have boxing at school. We feel that tether ball, as it is played here, satisfies the normal urge of a growing boy to punch someone now and then. In our recreational program tether ball ranks very high in popularity.

Advantages

1. Moderate in cost.
2. No problem of checking equipment in or out.
3. Can be played when grounds are muddy.
4. Nominal supervision needed.
5. Balls not easily lost, stuck on roof or tree, or over fences.

Object of Game

The object of the game is to punch the ball with either fist in such a manner as to wind the cord attached to the volleyball around the pipe above the stripe six feet off the ground. Two boys play the game at a time. Both face east and try to punch the ball as indicated.

A foul line is grooved in the concrete base in a north - south direction. Each player must stay on his own side of the circle.

A series is won when a player wins two out of three games from his opponent.



Courtesy Sierra Educational News

Is tether ball a popular game? A Cooperative Extension Department worker in a southern state recently gave it first place as a favored activity for the rural schools. This article is being published in *Recreation* through the courtesy of the *Sierra Educational News*, November, 1936.

Rules

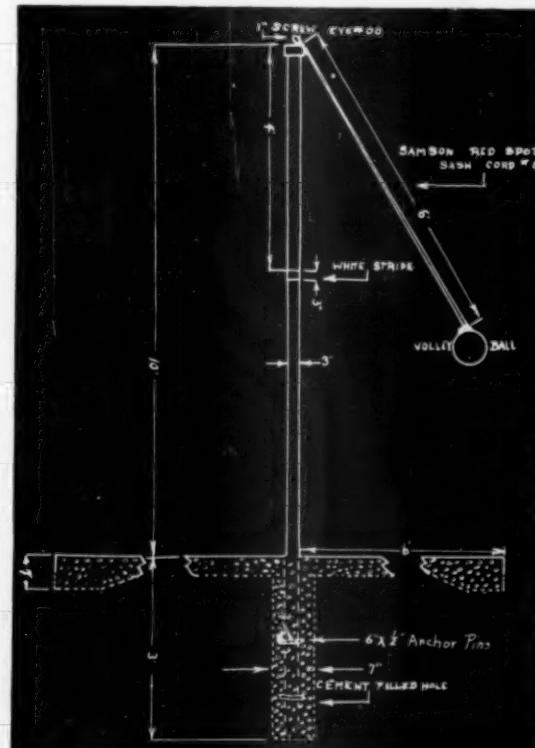
1. When two players start to play, the shorter has the choice of courts.
2. When a challenger comes into play, a winner of a previous game has the choice of courts.
3. The ball is always served from the south court.
4. Players alternate in use of courts after game is started.
5. Upon winning a series (2 out of 3), the loser drops out and a challenger from the waiting line comes into the game.
6. If a player defeats three opponents, he automatically drops out of the game at the conclusion of the third series. In such a case, two new players take the court.
7. If both players "stall" (pull their punches), both are eliminated at once.

Violations

The following offenses are punishable by loss of one game (one-third of series):

1. Use of open hand, or hands.
2. Use of both hands together (open or closed) as in volleyball.
3. Set-up — stopping the ball to get an easy shot at ball instead of hitting it on the fly.

(Continued on page 616)



Courtesy Sierra Educational News



Figure 1 personifies vigorous energy with the body prepared for activity

In our many demonstrations of a school physical education program, we have found that practically every physical education director needs to balance his program with an "appreciation" act which is non-vigorous and non-stimulating to the audience. Statuesque posing fits this requirement for it is restful, pleasant and artistic.

George Williams College in Chicago has used a number of variations of such an act in the past years, including the classic frieze, bronze statues, uniformed athletes in motion and stationary figures. We be-

In Figure 2 the predominating motive is that of reaching up toward interest



lieve we have developed something unique this year, for the act on our program entitled "Figures in Light" was an attempt to portray abundant energy seeking active expression in successful performance of an activity. Through it we sought to give a picture of the average boy or girl, full of life, wanting to be up and doing, coming to the gymnasium, being offered a great variety of play opportunities, being taught skill and style in these activities and then experiencing the joy and satisfaction to be had in performing these activities.

Figures in Light

By H. D. EDGREN
Chicago, Illinois

Figure 3 shows the general movements which are used in any type of sports

Just how this was done may be most clearly explained by a study of the pictures of the "Figures in Light" as caught by the camera.

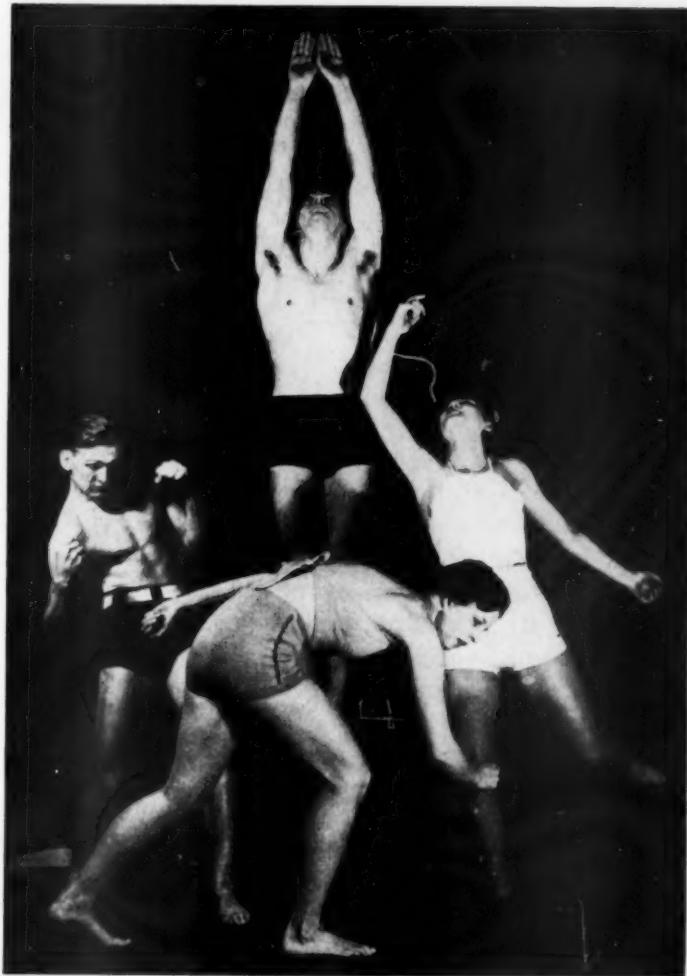
Vigorous Energy. Here are happy, joyous expressions with body ready to go, to leap to run. (Figure 1.)

Interests. The group is reaching up, looking longingly-reaching and pointing toward interest. (Interests are suggested by the silhouettes of various pieces of play equipment thrown on the screen. The reaching and pointing is toward them.) (Figure 2.)

Style. Here are shown the various general movements which might be used in any sport—flexion, ready-to-spring position, poise, reaching and striking. (Figure 3.)

Repose After Effort. Here is relaxation, comfort, joy of activity, and conversation about the previous play.

These figures were made particularly effective with careful use of lights and shadows. Lights were thrown from above and in front of the group which stood against a white background. Figures 1, 3 and 4 had a spotlight turned on the floor in front of the group, which threw the shadows on the screen, adding to the effectiveness of



Relaxation, comfort and the joy of activity are portrayed in Figure 4



the silhouette. In figure 2 the light in front was omitted and in its place a light was placed behind with cut-out figures in front of it, enabling us to throw the shadows of various types of play equipment on the screen, representing the interests possible in a well-rounded play program. The use of lights of different colors made the shadow effect even more beautiful than a white light could have done.

Young People's Social Clubs in St. Paul

By ERNEST W. JOHNSON
Superintendent of Playgrounds
and
Public Recreation
St. Paul, Minnesota

BOYS AND GIRLS between the ages of sixteen and twenty years naturally have the desire to be together.

The Department of Parks, Playgrounds and Public Buildings of St. Paul believes it is its responsibility to provide wholesome recreation for this age group under favorable conditions. To meet this objective social groups have been formed at each recreation center and regular evenings are set aside for social games and dances. Leaders are provided who understand and are sympathetic with the needs and desires of young people and who are successful in bringing out boys and girls who are self-conscious and retiring.

Among the mediums which are used to accomplish the objectives of the department are the following:

Regular monthly planning meetings.

The planning and conducting of all the activities by the young people themselves.

Special instruction in activities such as dancing, game leadership and other phases of social recreation.

City-wide monthly instruction in planning meetings conducted by representatives of each club, with the advisors and leaders of the club and the supervisor of recreation activities.

Continuous though indirect suggestions of activities by the supervisor and the staff.

Occasional contact with the individuals who need bringing out and the making for these individuals of social contacts which will cause them to look forward eagerly to the next party.

The cultivation of inter-club courtesies and invitational social activities throughout the city.

The creation of personal hobby groups such as bicycle, camera and nature study groups, outdoor painting classes, and other hobbies and joint meetings of the groups engaging in their particular hobbies in the same area followed by joint exhibits.

The provision of good popu-

lar music and of decorations appropriate to the season.

Accomplishments

Sixteen clubs have been organized with a total of 1,014 members. Each club has conducted at least one dancing party and other types of parties have been held. Through our department we are furnishing two dancing teachers who are giving instruction to those who do not know how to dance and are helping them to feel at home on the dance floor with young people of their own age.

Many of the parties are given over to games and game contests—activities which are very popular. There is a desire among the boys and girls to learn the old-fashioned dances and these are introduced into the program at opportune times.

We feel that a program of joint social activities for young people has been somewhat neglected, and our young people have consequently been drifting to the public dance halls and taverns which are not wholesome or desirable places for them. We have the hearty cooperation of the parents in this program, and we believe that success is certain.

"Good leaders are the first and most important need in a recreation program for mixed groups. But leaders who are successful in other activities are not necessarily successful when they serve in this capacity. An expert with younger girls' clubs or an efficient basketball coach may be entirely unsatisfactory as a leader of a mixed group of young men and women. The ability to

lead a particular group or teach an activity well is not enough. The leader of mixed activities needs, in addition, a warm sympathy and understanding of boy and girl relationships, but, most of all, the equality of being 'unshockable.'" — From *Partners in Play*.

Mr. Johnson's interesting contribution to the important subject of so-called "co-recreational" activities for young people offers us the opportunity to remind you of the book "Partners in Play" by Mary J. Breen, now in its second edition. This book may be ordered from the National Recreation Association. Price, \$1.00.

WORLD AT PLAY

Traveling Puppets in San Francisco



Courtesy San Francisco Recreation Commission

THE San Francisco, California, Recreation Commission has a traveling puppet stage with a guignol proscenium on one side and a marionette proscenium on the other. It is mounted on a trailer and is parked near a playground for productions. There is plenty of room to store scenery and for taking care of the puppets. During the summer of 1936 a "puppet lady" went from playground to playground helping the children to make puppets. She also took the children from place to place to present their plays, eight of which were produced during the school vacation period. A total number of twenty-three productions were given. Adults as well as children are interested in puppetry, the Commission found. In 1935 an adult group became interested in marionettes, made a set and produced a pantomime of the "Nutcracker Suite" of Tschaikowsky. It was a delightful production, and the same group is now working on characters for "The Wizard of Oz."

Compulsory Physical Education in France

is expected to pass a bill making physical education compulsory for boys and girls under eighteen years of age. Since school attendance is required only of those under fourteen, it will be necessary for employers to arrange their schedules in compliance with the new law. Local sport clubs will cooperate in putting the provisions of the bill into effect, and government subsidies will be granted in return for the use of instructors and grounds. Where local facilities are inadequate, fields for sport will be provided and equipped.

ACCORDING to a dispatch from Paris of the *New York Sun*, the French Parliament

One-Half Million Acres for Recreation

UNDER the land-use program of the Resettlement Administration, more than one-half million acres of land, unsuited for agriculture, are being purchased and developed for public recreation. Most of this land is included in forty-six projects established in cooperation with the National Park Service, and is located largely within fifty miles of large industrial centers.

A Year's Progress in Recreation

THE year beginning July 1, 1935 and ending July 1, 1936 was an important one in the recreational life of Hastings-on-Hudson, New York, a city of some 7,500 persons. Advances in recreation for that period include employment of a full-time Girls' Supervisor; the establishment of a new playground; the setting up of a boys center in the Hook and Ladder Fire Station; the use of four rooms daily, afternoon and evening, in the school, and of two school gymnasiums four nights a week; the development of winter sports for the first time with the blocking off of six streets for coasting, the flooding of tennis courts for skating, and last, but not least, the broadening of the entire program to cover all ages and privileged as well as under-privileged groups.

The Dade County Centennial

A HIGH point in the annual report of the Recreation Division of Miami, Florida, was the contribution of the Division to the celebration of the Dade County Centennial which lasted three

weeks. Although the event was county-wide, it was under the direction of the Recreation Division, and for weeks the personnel and facilities of the Division were absorbed in the colossal undertaking. The opening event was a children's fashion show, followed by a number of track meets and a dedicatory exercise at Greynolds Park to which over 2,000 brought basket lunches and enjoyed boat races and an historical pageant utilizing a number of CCC boys. The Florida Centennial collection of flowers, valued at \$100,000, was also held at this time. Then came the two-week Dade County fishing tournament in which over 2,000 fishermen participated, fishing within a prescribed area and landing fish varying in weight from four to four hundred and eighty-two pounds—on the scales. The Recreation Division, for its annual Pan-American Day celebration, gave in conjunction with the Centennial a pageant "O'Higgins of Chile," written especially for the occasion. The Dade County Centennial Track Meet marked the inauguration of the Miami Olympics. The high school boy athletes were housed in a miniature "Olympic Village" of tents and showers, and special kitchens were set up on the park. So successful was this two-day meet that it promises to be an annual affair. It is estimated that sixty percent of the population of Miami attended one or more of the Centennial events.

Soap Sculpture Contest Announced — The annual competition for small sculpture in white soap, held under the auspices of the National Soap Sculpture Committee, will extend until June 17, 1937. Full information regarding the contest may be secured from the Committee at 80 East 11th Street, New York City.

An Orchestra for Reading — It was in May 1932 that ten residents of Reading, Pennsylvania, met at the home of one of the group and formed the Reading Philharmonic Ensemble which was later destined to become the Philharmonic Symphony Orchestra. For the first few months H. A. Meyers, the conductor, held rehearsals at his home and supplied the orchestra with music. As membership increased, a rehearsal room was rented and later the orchestra obtained permission to use the City Hall auditorium. From its initiation the orchestra has had the backing of the City Recreation Department which has aided materially in securing support for the group.

Each year since its inauguration the orchestra

has presented four large public concerts and on frequent occasions has supplied music for Berks County charitable groups and institutions. It has been active in the city's recreation program, performing at church functions, playground events and in city parks. The real purpose of the orchestra has been to afford music students of Reading an opportunity to further their interest in the orchestral field, to tide over the period between high school and college or professional life, and to give the students an opportunity for solo work. There are now 110 active members and Mr. Meyers is still the leader.

Youth's Needs — The National Girls' Work Council in its October News Letter reports the panel discussion of "What Youth Needs Today and Tomorrow," held at one of the Council meetings at the National Conference of Social Work in Atlantic City. Mr. John Lang, Research Assistant, CCC Office of Education, Department of Interior, Washington, gave the chief paper, bringing out five basic needs of youth—education, recreation and avocation, employment, health needs, and needs related to character, moral and citizenship development. In speaking of recreation, Mr. Lang stressed the inadequate use of school resources and the very great challenge of the new leisure. Speakers taking part in the panel discussion emphasized the need of education for leisure and for developing more resources and better methods in the field of informal education outside the school. The discussion of the other main points brought out the importance of revamping the educational system and for attacking the vital problem of employment, and the part which youth could play in the solution of its own problem.

Musical Opportunities in Pontiac — The Pontiac, Michigan, Recreation Department was able to offer a great variety of musical opportunities according to its annual report for 1936. Outstanding among these was the Christmas Cantata, "Music of Bethlehem," which was presented at the Pontiac High School Auditorium by members of the Wisner, McConnell and Longfellow PTA chorus and the St. Joseph Hospital Nurses' Glee Club. It is hoped that the success of the cantata will stimulate the formation of a chorus in connection with every Parent-Teacher Association in the city. In addition to the Christmas music, instruction was offered in piano and violin. An orchestra and a glee club were organized among the

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patients at the State Hospital, winning many favorable comments from the State Hospital authorities.

"Human Crop"—The Department of the Interior has produced a new moving picture, "Human Crop," which has been made to tell the story of the recreational demonstration areas being developed by the National Park Service. It shows graphically the need for organized camping facilities throughout the country, especially for people of the lower income group living in large centers of population. The film is now available for distribution and may be borrowed free of charge from the Division of Motion Pictures, Department of the Interior, Washington, D. C. It is available in both 16 mm. and 35 mm. size, but for sound projection equipment only. It is in one reel, requiring approximately ten minutes to run. The Division of Motion Pictures suggests that in writing for the film local groups state a choice of several dates for showing as it is expected there will be fairly widespread demand for the picture.

Sycamore Resumes Its Year-Round Program—Sycamore, Ill. (population approximately 4,000) voted favorably on two tax levies on December 9th. One authorized a permanent recreation levy on the basis of the Illinois Law. The other was a vote to increase the present millage under the State Park Laws from $1\frac{1}{2}$ mills to 2 mills. Before the depression, Sycamore had a year-round program for a time which centered about the community building contributed by a local resident. The budget was provided through private funds which were not forthcoming during the depression period, with the result that the community has been without a full time worker and the building has actually been closed for the past year or more except on special occasions. The donor of the building is transferring the ownership of the building to the city and a new Playground and Recreation Commission, created by authorization of the Illinois Recreation Law, will henceforth administer the building and the community program. The funds derived from the additional park levy will also be applied to the community recreation work.

Pamphlets for Club Women—Miss Lena Madesin Phillips, Associate Editor, *Pictorial Review*, has prepared a series of attractive pamphlets for club women under the following titles:

New Techniques in Club Programs; Denizens or Citizens?; Starting the Club Year Right; Keynoting the Club Program; A Challenge to the Modern Club Woman; Conventions; The Club and the Community (We Organize for Action); The Club and the Community (We Make a Survey); The Leaders of 1936; Getting It Across; Taxes. There are also available two study outlines, *The Constitution of the United States* and *American Home*. These pamphlets may be secured from Miss Phillips, Pictorial Review Company, Inc., 316 West 57th Street, New York City, at six cents each. Twelve may be obtained for fifty cents for the set.

Recreation—the Melting Pot—When, early in 1936, the Recreation Division of the WPA opened a recreation project at Red Lodge, Montana, the biggest obstacle encountered was the "clannishness" of several foreign groups in this former coal mining center. The largest foreign group consisted of the Finns, who for years have been a group unto themselves, conducting activities at which only the Finnish language was spoken. With the inauguration of a series of Community Nights the Finns were asked to present their choir at one of the first programs. The choir, singing a group of Finnish folk songs, was well received, and when next the Finns held an entertainment they requested that the project's English chorus sing a group of songs. By this request a custom of half a century was broken, for it was the first time that any entertainment in the English language had ever been presented on a program of the Finnish group in Red Lodge. The recreation project director now has in preparation an International Night at which the Austrians and Italians, as well as the Finns, will present a program of their national songs and dances.

The Radio Problem—The November issue of *The Record*, published by the Girls' Friendly Society, 386 Fourth Avenue, New York City, is devoted to the subject of the radio. "What do we get out of it?" "What does it do to us?"—are some of the questions asked in this issue. The material also includes skits, "What I Listen To," check lists, discussions, trips, etc.—a wide variety of things to do and to discuss. Copies may be secured from the Girls' Friendly Society for 20 cents each.

In a Children's Museum—Oklahoma City,

Oklahoma, has a taxidermist provided through a WPA recreation project whose duties include the repairing of birds and animals at the children's museum, the giving of talks and demonstrations before PTA groups, community centers and classrooms.

Summer Sessions at Mills College—Mills College, Mills College, California, announces its twelfth residential summer session for men and women to be held June 27th to August 7th. There will be courses in art, sports, education, creative writing, drama and the speech arts, child development, Maison Francaise, modern dance, and music.

The National Play Bureau—The National Play Bureau, Federal Theater Project, 231 East 42nd Street, New York City, is performing a practical service in the compilation of lists of recommended plays and other dramatic material. Among these are such compilations as a suggested production list of non-royalty plays, patriotic holiday plays, and ninety new plays. One free copy of each list is available to tax-supported, non-profit institutions. All lists published will be found in the catalogue of National Play Bureau Publications which may be secured on request.

Community Centers—The Social Work Year Book for 1937, issued by the Russell Sage Foundation and scheduled to appear on March 15th, will contain an article on community centers which will be of interest to recreation workers.

Five Major Events in Lexington—The five major events of the year (September 1, 1935—September 1, 1936) in the program of the Playground and Recreation Department of Lexington, Kentucky, according to the annual report are: First, the opening of a new community house to be open six months a year; second, the receipt by the city of a garden and fountain near the center; third, the training and guiding of fifty-two WPA and NYA recreation workers to assist in all phases of the work; and fourth, the serving of free lunches on four playgrounds for five days a week for eight weeks to all children 12 years old and under. These lunches were given by local commercial concerns and consisted of two sandwiches, one sweet and one meat substitute, and a

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CLEVELAND, OHIO

half pint of milk for each child. When milk prices rose, orange crush was substituted. The playgrounds averaged between 88 and 115 lunches a day. The fifth advance was the replacing of policemen in the city parks after an absence of four years.

Schools for Job Hunters—Up-to-date methods in job hunting form the course of study in the job information classes now being conducted by the National Youth Administration in Illinois. Sixty thousand Illinois young people have come to these classes since they were opened in January 1936 at meeting places secured through the co-operation of churches, park field houses, settlement houses and other social centers. Teachers were obtained from the adult education program. It was necessary to secure up-to-the-minute information regarding the many present-day industries in order to teach job information. A corps of fourteen trained research workers, all college graduates, were set to work to gather and compile this information. Thirty-two studies have been made, and the monographs published as the result of these studies include aviation, radio manufacturing and broadcasting, air conditioning, Diesel engineering, beauty culture, meat packing, laundry work and dress designing. In giving publicity to the project, in addition to press announcements and mimeographed handbills, the classes used cleverly decorated posters produced with the cooperation of the Federal Arts Project, and a fifteen minute radio program dramatizing the possibilities of the job information classes was written and released each week to twelve stations in Illinois.



A Health-Building Game for Old and Young

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For the Children's Museum of Boston—The Children's Museum of Boston has begun the construction of a new auditorium which will be modern Georgian in design, of white brick and will have a seating capacity of 512. Measuring 106 feet by 54 feet in its greatest dimensions, it will have a circular lobby, dressing rooms, coat rooms and a janitor's apartment, in addition to the lecture hall with up-to-date equipment. It will be connected with the museum building.

Leisure Time in an Industrial Community

(Continued from page 576)

grind of radio jazz, who, under inspiration and leadership at an early age, would be capable of a high quality of cultural recreation. Increase of leisure alone will not bring that result. There must be not only material resources, but also idea. It is the business of those concerned with recreation to assemble from the ends of the earth every cultural tradition of excellence, every capacity for research in developing sources of creative design, and to create for the great and growing field of recreation recognized educational leadership com-

Anna Louise Johnson Retires

Miss Anna Louise Johnson, who has been director of the school playgrounds at Denver, Colorado, since 1908, retired on December 1, 1936, from active service.

Few recreation workers in the country have had so long a record of public service as has Miss Johnson. Teacher at the first kindergarten in Colorado, she began her teaching career in 1891. Miss Johnson founded Denver's play festival, an annual event of the Denver schools for twenty-six years, and she has played an active part in all the recreational developments of the city.

parable to that in any other educational field. Then recreation will include not only participation in social activities, but everything which we do because we enjoy it and because we find refreshment and renewal of life in doing it.

"We the People"—and the Constitution

(Continued from page 589)

erned, that whenever any form of government becomes destructive of these ends it is the right of the people to alter or to abolish it and to institute new government, laying its foundation on such principles and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. Prudence indeed will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed."

NOTE: The greater part of this material has been taken directly from pamphlets issued by the government.

Louisville's Fifth Annual Play Contest

(Continued from page 592)

Senior groups, and an individual was selected from each of the three main divisions, Junior, Senior and Open, who, in the opinion of the three well-qualified judges, gave the most outstanding performance.

Mr. Martin, Director of the University of Louisville players, writes of the contest: "We feel that there are few better ways of spending leisure than in the production of plays which call for the cooperation of every person concerned with their production. The friendly rivalry demonstrated by the various groups is stimulating, and the plays themselves are interesting to observe."

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More About Chess

(Continued from page 594)

three reviewed lesson two and then covered such material as the valuation of pieces, stalemate, perpetual checking, drawn games; lesson four reviewed lesson three and then taught the queening of the pawn, and simple end game play; lesson five reviewed all lessons previously taught and covered the first four or five moves of the Ruy Lopez and Guicco Piano openings. Most of the lessons were taught in the playground field houses or in the basement of the school buildings on the playground. The instructor carried twenty chess sets and boards with him, as well as a group of large tagboard charts showing the movements of the pieces, mate, castling, etc.

The children made their own chess sets during the playground construction periods using camera film spools. Details regarding construction were given in an article appearing in the June 1935 issue of RECREATION.

In Cleveland

In Cleveland, Ohio, chess has become popu-

lar too. Here NYA workers assigned to the Division of Recreation of the Department of Parks and Public Property have made chessmen designed from patterns of those developed in Milwaukee, though using them in a different way. The spools used were donated by a clothing manufacturer. The figures were sawed from wood, whittled down and glued into the holes in the spools. The pawn was made by using a sawed off golf tee. Chess boards were made from pieces of heavy cardboard such as bolts of material are wound on.

Types of Municipal Recreation Areas

(Continued from page 598)

Bathing Beach or Swimming Pool. The bathing beach is sometimes a part of a larger recreation area but often it consists of a comparatively small tract adjoining a lake, river or ocean. In addition to the bathing area a bath house is required. Sometimes playground apparatus and game courts are provided on or near the beach. Life saving and sports equipment, such as diving boards and floats, are essential. The beach requires the services of

(Continued on page 612)

Boys' and Girls' Week

April 24—May 1, 1937

BOYS' AND GIRLS' WEEK will be celebrated this year from April 24 to May 1, when the entire country will focus attention on the nation's greatest assets and will give thought to the general welfare of boys and girls.

The daily program suggested in the "Manual of Suggestions" issued by the National Boys' and Girls' Week Committee is as follows:

Saturday, April 24—Boys' and Girls' Recognition Day

The program might include a parade designed to demonstrate the boy and girl power of the community, or a pageant where it is impractical to have a parade. There may be exhibitions such as hobby and pet shows or achievement exhibits.

Sunday, April 25—Boys' and Girls' Day in the Churches

Monday, April 26—Boys' and Girls' Day in Schools

Tuesday, April 27—Boys' and Girls' Vocational Day

Wednesday, April 28—Boys' and Girls' Day in Entertainment and Athletics

The program on this day, it is suggested, might include interschool field meets; marble tournaments; contests in rope skipping, hop scotch and jacks for girls, swimming contests, and life saving exhibitions for both boys and girls; recognition of local athletes; indoor athletic meets in the evening at the school gymnasium, the Y. M. C. A. or the boys' club; folk dance and folk song programs by groups of boys and girls representing the nations from which their parents came; talent exhibitions, possibly in the form of an amateur circus; dramatic contests between groups of children, and a radio amateur hour.

Thursday, April 29—Boys' and Girls' Day in Citizenship

Friday, April 30—Boys' and Girls' Day Out-of-Doors

On this day there might well be hikes taken by groups of boys and over various routes to culminate at a central point where a treasure hunt or picnic may be engaged in by all the groups; open air sports and games, such as kite flying; outdoor rallies of Boy Scouts, Girl Scouts or Camp Fire Girls and other groups; picnic suppers organized by the various local service clubs with a program of appropriate games and other events, such as boat excursions, mountain climbing, nature study hikes and day camps. The day's pro-

gram may be followed by Boys' and Girls' Evening at Home.

Saturday, May 1—Boys' and Girls' Health Day

NOTE: A copy of the "Manual of Suggestions" may be secured from the Committee at 35 East Wacker Drive, Chicago, Illinois.

Types of Municipal Recreation Areas

(Continued from page 611)

a manager, cashier, one or more bath house assistants and one or more lifeguards.

Swimming Pool. Sometimes this is a separate area although more often it is included in a playground or playfield. Where it is a separate area a space as small as one acre may suffice for a small pool, but several acres are needed for a large pool especially since a parking space should be provided. Frequently courts are provided for games and play activities. The personnel required is comparable to that at the bathing beach.

Athletic Field or Stadium. This is a specialized type of center intended primarily for highly organized games and sports. It is often established at a high school site or as a part of a neighborhood playfield. Because it is intended to serve large numbers of spectators, ample permanent seating facilities are provided and the area is enclosed by a wall or fence. An area smaller than five acres is not satisfactory and often it is as large as twenty acres, especially in the case of a large stadium where an extensive parking area is required.

The athletic field or stadium usually provides a quarter mile running track in which are laid out a football or soccer field and a baseball diamond and facilities for field events. Unless locker, shower and toilet rooms are provided under the stadium a special field house is required. Maintenance equipment, and supplies and space for storing them are also essential. Unlike most of the other areas previously described, the athletic field is often not open to general public use. Therefore continuous supervision is seldom provided although one or more maintenance workers are required.

Municipal Camp. Comparatively few cities have established municipal camps, and as a rule they are located on properties a considerable distance from the city, either on city-owned land or land leased from state or federal authorities. These

(Continued on page 614)

Magazines and Pamphlets

Recently Received Containing Articles
of Interest to the Recreation Worker

MAGAZINES

- Parents' Magazine*, February 1937
Year-Round Value from Camp,
by James L. Hymes, Jr.
Family Fun, by Elizabeth King
- The Catholic School Journal*, February 1937
Education for Leisure, by Rev. Charles P. Bruehl,
Ph. D.
- School Activities*, February 1937
Stunts and Program Material, by W. Marlin Butts
Parties for the Season, by Mary Helen Green
The Popularity of Extra-Curricular Activities in
Certain Courses of Study, by F. Byron B. Cory
- The American Girl*, February 1937
Give a Ski Party, by Anna Coyle
- Parks and Recreation*, January 1937
Lake Worth Park, by Leo A. McClatchy
Making the Playground Slide More Useful and
Beautiful, by Arthur Leland
"The More Abundant Life"
"Old Silver Mine" Ski Tow in Bear Mountain Park
- Parks and Recreation*, February 1937
Parkway Development Under the National Park
Service, by Dudley C. Bayliss
The Palisades Interstate Park
- Leisure*, February 1937
He Pulls the Strings, by Barbara Lee Reed
The Moving Circus Challenges Model Makers, by
Waldon Fawcett
When Three or Four Join in Song,
by Hildreth Martin
Winter Is the Time to Plan Hikes,
by Mark G. Pierce
- The American City*, February 1937
Berkeley's Yacht Harbor and Aquatic Park
A Large Sports Arena for a Town of 2,500
(Hershey, Pa.)

PAMPHLETS

- Seventeenth Annual Report of the Houston Recreation Department*
- Annual Report of the Bureau of Parks, Recreation and Aviation of the Department of Public Works of Chicago*, 1935
- Annual Report of the Salt Lake City Recreation Department*, 1936
- Annual Report of the Newburgh Recreation Commission*, 1936
- Ninth Annual Report of the Park Association of New York City*, 1936
- 14th Annual Report of the Recreation Commission of Plainfield, N. J.*, 1936
- Annual Activity Report of the Memorial Community Building*, Goldsboro, N. C., 1936
- Annual Report of the Recreation Department of the Children's Community Center*, New Haven, 1936
- Winter Program—Mount Vernon Recreation Commission*, 1936-1937
- Annual Report, Department of Public Recreation*, Millburn, N. J., 1936

Child Health Day

May 1, 1937

THE CHILDREN'S BUREAU of the United States Department of Labor is sponsoring Child Health Day activities at the request of the state and provincial health authorities of North America and in accordance with the Congressional Resolution of May 18, 1928, authorizing the President to proclaim May Day as Child Health Day.

The objective for the 1937 observance of the day on Saturday, May 1, will be to promote the extension of year-round child-health services in every community, including services for physically handicapped children. The slogan will be, "Health protection for every child."

State May Day chairmen will be appointed by state health officers to plan the State Child Health Day program and to arrange for the cooperation of organizations concerned with child health. State departments of education will be asked to cooperate by planning and directing school Child Health Day programs.

The program suggested is briefly as follows:

For Community Groups. (1) an evaluation of child-health services in the community based on a survey of existing child-health conditions and organization to promote child health; (2) the launching of new local child-health projects, and (3) exhibits or programs celebrating gains made.

For Children. As a climax for the year's health program — festivals, athletic contests, programs, exhibits celebrating children's growth, vigor, and safety from health hazards.

It is suggested that there be state and local news stories, radio talks and speeches.

Recreation departments will want to cooperate this year, as they have in the past, with local health departments that are promoting the program. Requests for information on state programs or for further material should be sent to May Day chairmen in state health departments.

National Parks Bulletin

February 1937
Issued by the National Parks Association,
Washington, D. C.

Annual Report of the Bureau of Recreation, Philadelphia,
Pa., 1936

Annual Report of the Recreation Division of the City of Miami, Florida, 1935-1936

Annual Report of the Recreation Commission of the City of Norwalk, Conn., 1936

Annual Report of the Department of Recreation of Two Rivers, Wisconsin, 1936

Annual Report of the Department of Public Recreation of Irvington, N. J., 1936

Gentlemen, Here are the Forests!

ON THE ROAD toward higher civilization we have come through the age of steam into the age of electricity. Steadily increasing demands are being made on the limited sources from which electric power now comes. From what sources is the new supply of electric power to come?

That was the question facing the Third World Power Conference, which met in September, 1936. In reply the Forest Service of the United States Department of Agriculture said, "Gentlemen, here are the forests." One-third of the United States is forest land.

The relation of the forest to human progress in the age of power is of great concern to the forest service. Recognizing the increased demand for power and the diminishing resources of oil, gas and water, which are used in creating power, the Forest Service appraises its own capacity to meet this growing demand for potential power.

Of our total forest lands 172,600,000 acres are in the hands of state and federal government. The Forest Service of the federal government must "meet the challenge of returning wealth not only measurable in money but also services and social values which will continue as far into the future as men have need of trees."

Preservation of the forests for power is only one aspect of the forest Service. The unscrupulous lumber man, the ravages of fire, the preservation and control of wild life, and the education of Mr. Public on all these problems are among the tasks to which the Forest Service sets itself. To determine when there are too many deer or elk in a forest area careful studies are made to see what deer eat, how much they eat, and then how many deer a given forest can support. Since deer, rabbits and elk kill the trees, and since wolves and bob cats kill the deer, when and how long should the killer of both—man—be allowed to run loose with a gun? When game becomes a menace the hunting season is extended and the balance of wild life is preserved.

It devolves upon the Forest Service to maintain inside the Service a balance which will provide us with the greatest possible harvest of what we want, both from the trees and the animals that live there. Finally the forests are being turned into the most wonderful playgrounds people ever had. Roads, camping grounds and cabins are being built. Streams are stocked with fish. Information as to

changing color schemes when frosts turn autumn leaves to red and gold is scattered far and wide. This service is so effective that 17,000,000 people visited the great playgrounds in one year because of the newly found leisure provided by this age of power.

From facts presented in "Here Are Forests," by Martha B. Bruère, Published by the Government Printing Office, Washington, D. C.

Types of Municipal Recreation Areas

(Continued from page 612)

areas afford camping facilities for city groups—either boys, girls, adults or family groups.

The camp should be in a comparatively secluded section. Preferably it should have or border a body of water suitable for swimming. A minimum desirable site is twenty acres; some camps occupy sites of several hundred acres. Many buildings are needed, including sleeping cabins, dining room, recreation hall, nature museum, service buildings, boat house and infirmary. A great variety and quantity of equipment and supplies are needed in establishing and operating a camp.

Necessary personnel includes a camp director and assistants, counselors for small groups, cook and assistants, caretaker, doctor or nurse and leaders for such special activities as nature study, water sports and arts and crafts.

Other Properties

Each of the properties previously discussed provides to a greater or lesser extent opportunities for varied forms of active or organized recreation. In addition there is need in every city for other kinds of properties. One of these is the small landscaped area such as the square, circle or "intown" park. Another is the neighborhood park which varies from a few to twenty-five or more acres and which is primarily a landscaped property. One of these areas should be provided for at least each square mile of the city. Sometimes this type of park is combined with the neighborhood playfield to comprise the neighborhood-playfield park. A third additional type of area is the parkway which in a sense is an elongated park and which often serves to connect large units in a park system.

A New Recreation Frontier

(Continued from page 600)

Three months after the program was established (in the fall of 1936) the "play lady" called regularly each week on fourteen children. Many

William H. Walker

In November, William H. Walker, Executive Secretary of the American Institute of Park Executives, died very suddenly. For over twelve years Mr. Walker served as Superintendent of Parks in South Bend, Indiana, where he built up a splendid park system. He was well known throughout the country for his work in the field of parks and conservation.

more are on her waiting list. To these children are brought games and simple crafts. They are taken on scrap book trips to foreign countries, learn to observe nature from their windows and attend parties despite braces and casts and wheel chairs.

The Works Progress Administration has cooperated by making decorations for bedside and group parties. A group of women collect scrap material and make handcraft samples for the children and the men have made bedside or lap tables "to fit" and repaired wheel chairs. For those who were discovered to be behind in their studies tutors have been obtained.

Because of this program a fifteen-year-old cardiac case is virtually eating up mathematics, taking guitar and harmonica lessons and turning out craft projects by the score; a fourteen-year-old girl sings over the making of Mexican dolls—she wants to be an opera singer—and a seven-year-old lad, his legs in long casts, has started on a career of painting.

Joy in a Children's Ward

The City Recreation Bureau of Knoxville, Tennessee, keeps its eye on thirty white beds in the children's ward of the General Hospital through the person of a NYA worker. No longer do these thirty boys and girls from six to fourteen who may be in those beds wait drearily for the hours to pass. The "play lady" of Knoxville comes two hours a day except Sunday, providing constructive and entertaining activities for them. There are things to make, games to play, songs to sing and happiness for all. Every two weeks a special entertainment is prepared for the children. Once it was a magician! There was a Santa Claus who brought gifts and the first smile in three weeks to the face of one small lad.

Plans are growing for opening an adjoining room for a play room and a place where games, toys and handcraft materials may be kept.

POSTERS•PLAYS•PROGRAMS LESSON OUTLINES



Safety Materials for the Teacher

- The Education Division of the National Safety Council offers a consultation and publications service to the schools on all problems relating to safety teaching.
- **A Special Safety Packet for Playground Directors** is now available. This is a valuable collection of materials to help the playground director promote safety on the playground and consists of ten attractive safety posters, crayon lessons for small children, a short play and a program of activities for supervised playgrounds.

Price \$1.00

- **SAFETY EDUCATION MAGAZINE** provides the teacher with material for a well-rounded safety program based on seasonal hazards. The colored posters, graded lesson plans, plays, stories, informational articles, accident facts, patrol news items and other features are prepared by school people who are experts in the field of safety teaching.

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SAMPLES

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CAMPING WORLD

THE NATIONAL MAGAZINE OF CAMPING

Edited by L. NOEL BOOTH

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Starting with Baseball

The shut-in program for children of Akron, Ohio, was launched in January 1937 by the Recreation Department. A staff member has been assigned to formulate the program, and already the lives of some thirty-five children have been considerably brightened. Who could help being excited and happy if a Chicago White Sox baseball player walked right into his home and talked to him and autographed a ball or a card? No red-blooded youngsters—and these shut-ins radio baseball fans are that. And that is just what happened to thirteen boy and girl "fans" in the first days of the shut-in program. The names of these children have been taken to the spring training place of big league teams, and players will be asked to write to them. It is hoped that when sport, film or radio stars visit Akron they also will visit the shut-in children.

In addition to surprises of this kind there are story-tellers and "readers" who visit the children, a music teacher for those who want to learn and are not too disabled to play, and airplane and toy construction sets to put together.

While the initial group is made up of only thirty-five children whose names were suggested by the Family Service Society, it is planned to enlarge the group as the program is developed.

Tether Ball

(Continued from page 601)

4. Stepping over line into opponent's court.
5. Using pipe upright to aid in jumping for ball.
6. Catching rope and throwing ball and rope.

Equipment Needed

1. 1 piece galvanized pipe 13 feet long.
2. 1 3-inch cap, galvanized.
3. 1 screw-eye.
4. 1 halter-snap (to connect sash cord to screw-eye on pipe).
5. 1 roll No. 8 Samson red spot sash cord.
6. 1 roll strong twine (used in whipping rope).
7. 1 roll tape (tape over whipped places in forming loops to attach ball to rope).
8. 1 light, soft, leather volley ball with strong leather loop attached. Make loop of very strong soft leather. It should be hand-sewn and backed with leather inside ball.
9. 1½ yards gravel (cement mix).
10. 8 sacks cement.
11. 3 pieces ¼ inch by 4 inches by 16 feet (form material).

New Publications in the Leisure Time Field

Wooden Toy-Making

By Winifred M. Horton. The Manual Arts Press, Peoria, Illinois. \$1.75.

THIS NEW BOOK on toy-making is valuable and unique in that it presents a creative method of toy-making. Complete directions are given for making a few toys of each type shown accompanied by suggestions which will lead to the designing of toys of a similar nature. The encouragement of originality in design and production is, however, an important objective of the book. Four groups of toys are shown—toys built from waste pieces of wood; toys designed and shaped before building up; toys with simple movement, and others with more complicated movement. The book is delightfully illustrated with pen and crayon drawings.

Skiing for All

By Otto Schniebs. Leisure League of America, New York. \$.25.

THE tremendous popularity of skiing makes this book, a recent publication of the Leisure League of America, most timely. Armed with this practical book with its many illustrations, the amateur skier should save himself many a tumble! The booklet includes suggestions for building ski trails and a glossary of ski terms.

Painting As a Hobby

By Stephen D. Thach. Harper and Brothers, New York. \$1.75.

ONE OF THE interesting features of this book, which is addressed to those who have had no experience with painting, is that it approaches the undertaking of painting in oils and water colors as a simple, understandable effort rather than a complicated and elaborate task. Step by step the author supplies the essential information which will lead the reader most quickly into an understanding of how to paint—how to mix paint, how to apply it, and how to organize the subject matter.

In Quest of Contentment

By Marjorie Barstow Greenbie. Whittlesey House, McGraw-Hill Book Company, Inc., New York. \$2.50.

THE AUTHOR of that delightful book, *The Arts of Leisure*, has given us another guide to the art of living under the title, *In Quest of Contentment*. In this volume Mrs. Greenbie philosophizes on what real basis there is for the hope of happiness and contentment in the life of the average individual. She has grouped under four main headings her suggestions for the readjustment of our inherited ideals to modern knowledge and new social conditions. These include "Contentment in Health," "Contentment in Wealth," "Contentment in Love," and "Leisure and the Ends of Life." Some very sound advice, as well as much interesting philosophy, will be found in Mrs. Greenbie's thought-provoking book.

Safety Through the Year

By Florence Nelson and H. Louise Cottrell. McGraw-Hill Book Company, Incorporated, New York. \$.52.

CHILD ACCIDENTS, in spite of the progress which has been made in safety education in the schools, still constitute a very serious problem and there is a distinct need for more material for use in the schools in the promotion of safety education programs. *Safety Through the Year—An Activity—Text—Workbook* provides the safety information necessary for intermediate groups and will fill a long felt need. Ten units are included, sufficient work for a complete course for one year. Opportunity is given to study and discuss the safety information and to supplement it by personal experiences. Many attractive and clarifying illustrations add to the usefulness of this textbook.

Youth Faces the World

Building America. Volume 1, Number 8. Society for Curriculum Study, Inc., 425 West 123rd Street, New York. \$.30.

MANY recreation workers are familiar with the Recreation Issue of *Building America*, which is known as "a photographic magazine of modern problems." In this issue the editors have presented most forcefully some of the problems facing youth and some of the steps which are being taken by the government and by youth themselves to meet the situation. The issue is one which recreation workers will not want to miss. A subscription to *Building America*, of which there are eight issues, may be secured for \$2.00.

Adventures in Living

By Thomas D. Wood, Anette M. Phelan, Marion O. Lerrigo, Nina B. Lamkin and Thurman B. Rice. Thomas Nelson and Sons, New York.

HERE is a series of five books designed to teach health as a means to abundant living and not as an end in itself. The ultimate purpose of the series is to give the child a well-rounded, sound and sensible concept of life—to make the business of living an absorbing and ever broadening adventure. The books now available are: *Now We Are Growing* (\$.60) Grade 3—Subject matter is presented in stories of the family life of four children, their parents and their dog; *Many Ways of Living* (\$.60) Grade 4—This book tells how children live in many lands and shows how basic health principles apply to their lives; *Keeping Fit* (\$.72) Grade 5—Scientific subject matter is introduced in an elementary way; *Blazing the Trail* (\$.80) Grade 6—Accounts are given of pioneer scientific discoveries; *How We Live* (\$.80) Grades 7 and 8—This is a study of the body at work and at rest, and material is presented in units related to essential life functions.

Music Education.

National Society for the Study of Education. Public School Publishing Co., Bloomington, Illinois.

Though especially designed for school people, *Music Education* should be read by anyone who has anything to do with the choice and direction of musical activities anywhere in a community. Indeed, it could be read with profit by any recreation leader, for it reveals in very interesting philosophy as well as in practical detail how education and recreation turn out to be happily the same when each is seen in its own best light.

The book starts with this philosophy very practicably presented by Columbia's Professor James L. Mursell. Relationships of music to other subjects are discussed by Professor Peter W. Dykema. His brief statement of the differences between the "functional approach" and the "technical approach" is especially revealing. A terse and very telling chapter on *The Place of Music in a System of Education* throws light incidentally on the insight by which its author, Miss Lilla Belle Pitts, has become a remarkably successful teacher of fine music among all sorts of adolescent boys and girls where success is most rare. What constitutes musical talent, and where and how is it found? This question is discussed by Dr. Jacob Kwalwasser of Syracuse University.

Following these chapters a second section deals in considerable detail with the various musical activities as they are carried on in the best schools—with rhythm and simple dancing, singing, ear-training, instrumental activities, listening, reading music, music theory and creative activities. The last of these topics is discussed by Dr. Will Earhart, director of music in Pittsburgh's public schools. Dr. Earhart knows whereof he writes. Each of the other chapters on activities is likewise the work of an authority. That this reviewer cannot agree with every thought in them is at best for him a token that other people in the recreation field will also find stimulus to careful judgment.

The third and final section of the book has seven chapters on the organization and administration of music in schools, including two on equipment, one on the selection and training of teachers and, very significantly, one on a program of music activities outside the school. These also are by persons who can speak with authority. The writer of the last chapter mentioned is Professor Edgar B. Gordon of the University of Wisconsin, who has for many years been among school music teachers the principal advocate of amateur music-making, especially in small, informal, non-concert-giving groups, both outside and inside the schools. He is the sort of person around whom such happy music-making springs wherever he stays. This book should help to develop more such persons.—A. D. Zanzig.

Family Behavior.

By Bess V. Cunningham, Ph.D., W. B. Saunders Company, Philadelphia. \$2.75.

Many situations which arise in everyday life and which are familiar to all of us are held up for examination in this textbook and are analyzed in relation to the part they play in promoting or hindering an ideal state of affairs. A chapter on "Using Leisure" presents an approach to the subject of the use of leisure which is practical and interesting. "A philosophy of leisure," says Dr. Cunningham, "cannot be defined for everyone, but the modern family which might be willing to try to evolve its own would undoubtedly be well repaid."

The Municipal Year Book 1936.

Edited by Clarence E. Ridley and Orin F. Nolting. The International City Managers' Association, Chicago. \$4.00 postpaid.

The 1936 Year Book contains five main divisions. (1) Municipal Administration, which offers a number of articles on municipal activities in 1935 by outstanding authorities; (2) deals with Governmental Units; (3) with Municipal Personnel; (4) with Municipal Finance,

and (5) with Sources of Information. Municipal officials and all interested in government will find this book of great value.

A Step Forward for Adult Civic Education.

Bulletin, 1936, No. 16. Office of Education. Government Printing Office, Washington, D. C. \$1.00.

The story of ten forum demonstration centers sponsored by the United States Office of Education and managed by local educational agencies is told in this attractively illustrated booklet. The material is convincingly presented in a way to give the reader a clear picture of the significance of these centers for "civic enlightenment through free public discussion."

Squash Racquets.

By John Skillman. Whittlesey House. McGraw-Hill Book Company, Inc., New York. \$2.50.

The needs of both players and teachers are considered in this book which discusses the technique of a game which is rapidly growing in popularity at schools and colleges, in clubs and other centers. Actual plays are discussed in detail, suggestions are given for training and for tournament play, and there is, in addition, a special chapter on squash racquets for women, together with a section on the rules and court specifications. Illustrations and diagrams are included.

Parent-Teacher Publicity.

Edited by Clarice Wade, Publicity Secretary, National Congress of Parents and Teachers, 1201 Sixteenth Street, Northwest, Washington, D. C. Paper, \$25; cloth, \$50.

Although written primarily for parent-teacher workers, the material in this booklet is equally appropriate for individuals interested in publicity relations with other organizations and agencies. Chapters particularly applicable to all groups are the Publicity Committee; Publicity Channels; The Press and Publicity; Suggestions on News Writing, and Style Sheet. Recreation workers will do well to add this booklet to their libraries.

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Can You Answer These Questions?

- Recreation is a phase of human culture, according to Dr. Arthur E. Morgan. Give his arguments for this conception. State the two fundamentals essential to a proper interpretation of the development of recreation as a part of human culture. Why is it important that play be spontaneous? What are some of the uses which may be made of leisure in an industrial community where an educational culture has been achieved?

See pages 571-576

- List some of the events which add interest to the program of a bicycle club. In what ways may the members of a junior bicycle club share in the management of their own club?

See pages 577-578

- What event are the Girl Scouts celebrating this year? List the highlights in the history of this organization.

See pages 579-580

- Why is a "fish party" appropriate for April 1st? In what countries is April Fools' Day observed?

See pages 581-582

- Outline the plan of one library to make vacation a time of adventuring through books. How organize a treasure hunt in books? What are the possibilities of adapting the suggested program to the playground?

See pages 583-586

- State the purpose of the observance which has been arranged for the one hundred and fiftieth anniversary of the adoption of the Constitution of the United States. What are to be some of the events of the celebration?

See pages 587-589

- List nine rules and requirements for a drama tournament. What should be the scale for age? Mention three plays appropriate for each of the three classifications—junior, senior and open divisions.

See pages 591-592

- Suggest a plan of competitive play for members of chess clubs conducted by a recreation department. Describe a plan of classification for league play.

See pages 593-594

- Mention five main types of municipal recreation areas and the size considered desirable for each. What is the usual layout for the children's playground? What areas predominate among special recreation areas?

See pages 595-598

- List activities appropriate for a recreation program for shut-ins. What plan of organization has been found effective?

See pages 599-600

- Mention six advantages of tether ball. What material is needed for the construction of tether ball equipment?

See page 601

- What mediums can a recreation department use to make it possible for boys and girls between the ages of sixteen and twenty to satisfy their natural desire to be together?

See page 604

The Utilizer

Editor The Christian Century:

SIR: By this name I mean the man who looks upon other men as helpers toward the ends he has in view. This is probably the first time the word has been so used. That is why this letter is important. In the dictionaries of 2000 A.D., there will be an entry somewhat like this: "Utilizer is a man who treats other men simply as instruments to be used for his schemes; first occurrence, a letter by Quintus Quiz in *The Christian Century*, January 20, 1937."

It is only the name that is new; the man is as old as history. He was known in the age of the Troglodytes; he lived in Canaan, in Athens and in Rome; he has been found in all countries, Catholic and Reformed alike; he lives still; you know him, sir, and so do I.

When I see him nearing me, I read at once his thoughts. "Here is Quiz! Where can I fit him into my schemes? What is he good for?" In his eyes I see a trial proceeding; I am being weighed in the balances; if I am likely to fill a vacancy in one of his schemes, then he will grip me by the hand, treat me as if he had sought me and no other, and as if this was the most joyful meeting in history. If I do not fit into any scheme, he will give me a distant smile and pass on swiftly.

I do not exist for him as a personality. He does not see in me an immortal soul. He sees, or does not see, a thing to be used in a plot. He does not live in a human society, with all its rich relationships; he lives as the chairman or secretary of numerous societies. The running of them is life to him. Outside of them live the vast meaningless horde of human beings who cannot be fitted into the schemes.

You can tell him by one infallible sign. If in some assembly he shakes hands with you while all the time his eyes are roaming round the room in search of more useful people, then you know he is a Utilizer. I do not like him. I prefer to be treated as a human being, not as a pawn in a game of chess. I do not want to be a man who is only a friend when he is useful in some scheme.

When the Utilizer shakes hands with me, looking past me all the while, I want to say to him: "Be off! Where your society is, there your heart is also. Be off to find elsewhere your missing clue or your long-sought typewriter! I am an immortal soul."

The plain truth lies here, sir: No man, not even a devout organizer in the church, ought to fail to keep before him the sacredness of every soul of man. You will have gathered, sir, that I am a humble admirer of St. Paul; once more he says the last word on a subject: "We seek not yours, but you." He at least was not a Utilizer.

Ever yours making philological history,

QUINTUS QUIZ.

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